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ABSTRACT

Institutional progress in implementation of Maryland's desegregation plan for public postsecondary education institutions is reported. Midyear status reports are presented by each institution. Information is also given on desegregation activities of the State Board for Higher Education for August 1979 through July 1980 and on funds appropriated in funding year 1981 for implementation of the state's desegregation plan. The narrative summary of overall progress to date indicates that in the fall of 1979, the state's public higher education board reported 21.8 percent black students enrolled as full-time undergraduates. Community colleges as a group increased their black enrollments between 1978 and 1979, and 7 percent of all first-professional students enrolled in the state's public universities were black; this proportion has remained constant since 1977. Additionally, black administrators and faculty are clustered in the predominantly black institutions. Highlights of the midyear institutional reports are presented for the community college segment, state colleges and universities segment, University of Maryland segment, and St. Mary's College of Maryland. Information is included on student recruitment, student retention, financial aid, and faculty/staff recruitment. Recommendations are included. (SW)

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SIXTH MIDYEAR DESEGREGATION STATUS REPORT
FOR
PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS
IN THE
STATE OF MARYLAND

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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16 Francis Street
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August 1980

SIXTH MIDYEAR DESEGREGATION STATUS REPORT FOR PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN THE STATE OF MARYLAND

August 1980

State Board for Higher Education

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Sheldon H. Knorr

16 Francis Street
Annapolis, Maryland
21401
(301) 269-2971
TTY for Deaf: 269-2609
D.C Metro Area: 565-0451

October 21, 1980

The Honorable Harry Hughes
Governor
State of Maryland
Executive Department
Annapolis, Maryland 21401

Dear Governor Hughes:

I am pleased to forward to you the Sixth Midyear Desegregation Status Report on behalf of the State Board for Higher Education.

Dr. Knorr and I are available to discuss the Report with you at your convenience.

Sincerely yours,

Harry K Wells
Harry K. Wells
Chairman

HKW:JTD:ds

Enclosure

Chapter I

SUMMARY

The Mid-Year Desegregation Status Report is a narrative statement of institutional progress in implementing the State Plan. Each public institution submits to the State Board for Higher Education through the segment board, or directly as in the case of Morgan State University and St. Mary's College of Maryland, a report on its efforts to assure equal educational opportunity. The institutional reports follow an outline. A copy of the outline can be found in Appendix A.

Desegregation Progress to Date

The following is a summary of Maryland's desegregation progress to date:

1. In the Fall 1979, the State's public higher education institutions reported 18,447 (21.8%) black students enrolled as full-time undergraduates. By comparison, the State's black population is about 22% and the percentage of black students in the May 1979 graduating class of the State's public high schools was about 22%.
2. Community colleges as a group increased their black enrollments between 1978 and 1979. Ten of the predominantly white community colleges (Wor-Wic was not in existence when the plan was developed) have reached or exceeded their 1980 goals.
3. Among the predominantly white State colleges and universities, Frostburg and the University of Baltimore have reached or exceeded their goals. Among the predominantly white University of Maryland campuses, UMBC has reached its 1980 goal.

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4. Seven percent of all first-professional students enrolled in the State's public universities were black. This proportion has remained constant since 1977.

5. Black administrators and faculty are clustered in the predominantly black institutions. Seventy-eight percent of the administrators in the predominantly black schools were black, while only 8% of the administrators in predominantly white schools were black. Fifty-five percent of the faculty in the predominantly black schools were black, while only 3% of the faculty in predominantly white schools were black.

Highlights of the Mid-Year Institutional Reports

The Community College Segment

1. Student Recruitment: The community colleges, in the main, have employed traditional methods of recruiting black students. These have included attending college fairs and college nights at high schools and using an admissions committee. Some Federal programs have been utilized such as "Upward Bound" and "Trio." Two community colleges - Allegany and Hagerstown - have used black students and black alumni, in addition to the regular admissions staff, to recruit black students. Montgomery and Dundalk have reported special focus on the surrounding minority community by contacting local churches and housing developments during recruitment visits.

2. Student Retention: The community colleges reported a wide variety of development activities to increase the retention rates of academically underprepared students. Special services, placement tests, extended periods for dropping a course, were among the provisions specifically cited for improving retention rates.

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3. Financial Aid: A substantial percentage of the black and minority students who are enrolled in the community colleges receive financial aid in the form of BEOG, SEOG, CWS, or guaranteed loans. Several institutions reported the need for additional funds in order to meet the financial aid needs of all of their students.

4. Faculty/Staff Recruitment: All community colleges reported having an affirmative action plan which sets certain goals for faculty and staff employment. However, some institutions still report difficulty in attracting and hiring blacks. One institution - Allegany Community College - has no minority staff members, although minorities have applied for vacancies over the last two years. In the Fall of 1979, blacks accounted for 4.5% of all community college faculty in the State.

5. Lack of Funds: Many institutions indicated that a lack of funds hampered both student and employee recruitment activities.

The State Colleges and Universities Segment

1. Student Recruitment: In addition to the usual methods of student recruitment, the schools administered by the Board of Trustees of the State Universities and Colleges (BTSUC) have tried to articulate their recruitment effort with the community colleges. In addition, the BTSUC schools have reported that the use of undergraduate other race grant money has been useful in recruitment. One institution - Towson - reported good use of black students and black alumni as recruiters. Only one institution - Towson - reported close follow-up of minority applicants by telephone contacts and

specific monitoring by the Admissions Staff. Towson also has a substantial summer transitional program which admits minority students.

Most of the BTSUC institutions have Admissions Committees and there are Minority Affairs Committees which often assist in the recruitment progress. The Admissions Committees are usually bi-racial in membership and visit both white and black high schools, community agencies, and other sources of students.

2. Retention: The BTSUC institutions employ various procedures to deal with the retention of students. Using the Fall, 1977 Freshman class, Frostburg State College, of all of the BTSUC institutions, had the lowest attrition (and conversely the highest retention) rate for black students. The percentage of black attrition at Frostburg was 21.8%, in contract to the statewide percentage of 39.9% for all four-year institutions.

All of the BTSUC institutions have remedial/retention programs which provide supplemental services and instruction for all students, including minority students, whose high school preparation has been deficient in certain areas.

The University of Baltimore Law School is the only first-professional school operated by this segment. In the Summer of 1975, the University of Baltimore Law School introduced a program to provide survival skills for first year students. Minority and non-minority students have participated in this which assists in areas such as the preparation of legal briefs and legal writing.

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3. **Financial Aid:** Minority students receive the major portion of financial aid available through Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, College Work Study, and loans. Most of the institutions expressed concern about the proposed Federal cut-back in financial assistance and the effect of this possible cut-back on black students.

4. **Faculty/Staff Recruitment:** No BTSUC institution reported that it was fully satisfied with its efforts in faculty and staff recruitment. Each institution has an affirmative action plan; however, at least two institutions indicated that the State personnel regulations which require the use of exams and eligibility lists hampered the institution in the recruitment of black employees among clerical and classified staff. This comment has been made often enough so that the SBHE staff believes some dialogue on the matter should occur between the State Department of Personnel and the institutions.

   The institutions also believe faculty and staff recruitment efforts are hampered because of lack of funds for this purpose and the intense competition for black holders of earned doctoral degrees.

The University of Maryland Segment

Four campuses of the University of Maryland submitted mid-year desegregation status reports. These campuses were: College Park, Baltimore City, Baltimore County, and Eastern Shore.

Analysis of the University segment reports reveals that these campuses have developed various strategies and procedures for dealing with student recruitment, student retention, financial aid, and faculty and staff recruitment. The reports cite problems in these areas and indicate areas where more progress needs to be accomplished.

The area of student recruitment has been addressed by each University campus. Special recruitment committees, visitations to high schools, community colleges, and in the case of UMAB, visits to colleges have been used. College Park indicates a shift towards the recruitment of more able black and minority students. To implement this goal, special scholarships such as the Chancellor's Scholars and the Benjamin Banneker Scholarship have been set up.

A variety of retention strategies are employed at the University campuses. Among these are remedial and developmental activities, intensive prematriculation seminars at UMAB, Learning Resources Center, the UMES Honors program which is articulated with admission to UMAB, and special training workshops for personnel who must work with minority students.

Black students receive substantial amounts of financial aid at the University campuses. One-third of the black students at the undergraduate level at College Park receive BEOG funds; while 82% of the UMES student body receives financial aid. One campus cited the high default rate as imperiling any new funds in this category.

Three campuses (UMCP, UMAB, and UMBC) agree that there are problems in the recruitment of black faculty and black classified staff. The Eastern Shore campus, on the other hand, has substantial percentages of white faculty in the full-time faculty ranks.

College Park has had some success in the use of the Central Resource Pool which allots faculty positions to a central campus pool and assigns them to various divisions on a two-for-one matching basis for recruiting of minorities and women. In 1979-80, College Park made three black senior faculty appointments and fourteen black junior faculty appointments.

The College Park campus believes that it has difficulty attracting black classified staff because of the campus salary structure and the proximity of the campus to Federal employment options which increases the competition for blacks.

St. Mary's College of Maryland

In the Fall of 1979, St. Mary's black student population accounted for 5.6% of its total student body, thus the College is not likely to achieve its 1980 projected goal of 13-14% black undergraduate enrollment.

1. Student Recruitment: The College visits black high schools and junior colleges, and participates in college days as well as the Educational Opportunity Centers in the cities of Baltimore and Washington. The College reports that the availability of scholarships for minority students has been effective in attracting black students.
2. Student Retention: Overall retention rates for black students were higher than those for white students. For example, 93% of the 1978 black freshmen returned for their sophomore year in contrast to 69% of white freshmen who returned.
3. Financial Aid: Black students receive approximately 20% of all financial aid available at the College.
4. Faculty/Staff Recruitment: Blacks constitute 1.5% of St. Mary's faculty. Most minorities - 14.1% - are in the non-professional category. The College believes its salary levels and its rural social conditions heavily influence its ability to attract and retain minority employees.

Morgan State University

Morgan State University did not submit a 1979-80 Mid-Year Desegregation Status Report.

Recommendations

1. Successful recruitment, retention and affirmative action programs such as the UMES-UMAB Honors program and the UMCP's Central Resource Pool of positions concept should be used as models for programs in other institutions.
2. The annual expenditure of the institutions' desegregation funds should be evaluated by governing boards with a report of effectiveness provided to the SBHE.
3. The evaluation of desegregation will be an integral part of the SBHE institutional evaluation process.
4. SBHE will ask institutions as part of the annual report to respond to specific questions arising from an SBHE analysis of the institution's desegregation data.
5. Institutional affirmative action plans should be correlated with institutional progress toward desegregation.

CHAPTER II

DESEGREGATION ACTIVITIES OF THE
STATE BOARD FOR HIGHER EDUCATION
AUGUST, 1979 - JULY, 1980

This chapter summarizes the major activities of the State Board for Higher Education in monitoring and implementing the State Desegregation Plan during the period August, 1979 to July, 1980.

I. Programs

A. Other Race Grant Programs for Graduate and Professional Students

The Division of Equal Educational Opportunity[1] administers two financial incentive programs; one is the Other Race Grant (ORG) Program for Graduate and Professional School Students. As a part of the State Desegregation Plan, the purpose of the Other Race Grant Program is to increase the other race presence in graduate and first professional schools by providing funds for the direct educational expenses of students. The awards made under this program are determined by the institutions, and the funds are distributed by the State Board for Higher Education. The guidelines for the operation of the programs and the method of allocating funds are determined by the State Board and the institutions. The present guidelines are included in Appendix B, and the FY '78, FY '79, and FY '80 allocations are shown in Appendix C.

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[1] In January 1980 this Division was re-named the Division of Equal Educational Opportunity/Institutional Approval and Evaluation.

During the year, the ORG Coordinators have been studying the allocation of funds, and consideration is being given to the development of a new formula for future allocations. A list of the ORG Coordinators for 1979-80 is provided in Appendix D.

B. Minority/Other Race Internship Program

The goal of the Minority/Other Race Internship Program is to expand the pool of experienced minority/other race candidates who can be employed in institutions of higher education. During FY 1979 fourteen interns from graduate programs in public institutions were placed in faculty and/or administrative internships in another institution.

The majority of the interns worked from July 5, 1979 to June 30, 1980 and were paid a salary of $11,000, unless they worked for a shorter period, which then decreased the salary received. The interns participated in a wide variety of activities under the supervision of their campus mentors. Their assignments covered a variety of fields and disciplines. Further information concerning the internship program is given in Appendix E.

C. Vacancy Listing of the Central Placement Bureau

The Central Placement Bureau was designed to disseminate knowledge about available positions in Maryland institutions. Two publications were issued regularly. A Candidate Listing provided information on persons who were available and seeking employment. The second publication, a Vacancy Listing, announced positions which the institutions desired to fill.

A study of the usefulness of the Candidate Listing resulted in its discontinuance because few persons were being employed through this means. In the meantime, the Division continued to publish the Vacancy Listing. Preliminary "feedback" from the institutions suggested that this publication could be made more effective. Consequently, during the 79-80 academic year, the Vacancy Listing was redesigned as "Position Vacancies in Higher Education," and professional and classified positions are listed.

II. Monitoring

A. Affirmative Action Repository

The State Board maintains a repository of affirmative action plans filed by the institutions. The repository is continuously updated by the addition of new or revised institutional affirmative action plans.

B. Academic Program and Facilities Review

In accordance with the State Desegregation Plan, the Division evaluates the impact statements required from institutions which propose new academic programs and/or request new facilities or major alterations in excess of $50,000. All such requests must be reviewed by the Division to ascertain their potential for impact on the desegregation efforts of the State.

During the current review period, the Division has considered the following academic programs from the institutions noted:

Institution	Program Area	Degree	Implementation
September			
Bowie	Administrative Mgmt. - Options in Public Admin. and Business Administration	M.A.	Fall, 1979
Bowie	Nursing	B.S.	Fall, 1979
UMAB-Dental Sch.	Oral Biology	M.S.	Fall, 1979
UMCP	Business and Mgmt.	M.S.	Fall, 1979
November			
UMCP	Architecture (Restructuring of Existing Program)	B.S.,M.Arch M.Arch	Spring, 1980
UMES/UMCP	Agriculture and Extension Ed.	M.S.	Spring, 1980
UMES	Computer Science/Data Processing	B.S.	Spring,
February			
Allegany C.C.	Respiratory Therapy Tech.	A.A.	Fall, 1980
Cecil C.C.	Data Processing	A.A./Cert.	Fall, 1980
Cecil C.C.	Sanitary Technology	Cert.	Fall, 1980
Harford C.C.	Electrodiagnostic Tech.	A.A.	Fall, 1980
Mont-Rockville	Handicapped Assistance	Cert.	Fall, 1980
Mont-Takoma Pk	Legal Assistant	Cert.	Fall, 1980
Bowie	Administrative Mgmt. - Full Program Approval and Degree Authorization	M.A.	Spring, 1980
April			
Essex C.C.	Radiation Therapy	A.A.	Fall, 1980
Harford C.C.	Business Management	A.A.	Fall, 1980
Howard C.C.	Interpreter Education (For Hearing Impaired)	A.A.	Fall, 1980
Univ. of Balt.	Legal Studies	M.A.	Summer, 1980
St. Mary's College of Md.	Dramatic Arts	B.A.	Fall, 1980
UMAB/UMBC	Emergency Medical Service	B.S.	Fall, 1980
UMES	Physical Therapy	B.S.	Fall, 1980
June			
Charles Co. C.C.	Establishing Satellite Com. Coll. Center(s) in Calvert County		Fall, 1980

Dundalk C.C.	Heating, Ventilation, and Air Conditioning	A.A./Cert.	Fall, 1980
Morgan S. U.	Telecommunications	B.S./B.A.	Fall, 1980
Towson S. U.	Redesignation of BS/BA in Business Admin. to Acctng. and Bus. Admin.	B.S./B.A.	Fall, 1980
Salisbury S.C.	Social Work	B.A.S.W.	x

July

Frostburg S.C.	Reclamation	B.S.	Fall, 1980
Towson S. U.	Mass Communications	M.A.	Fall, 1980
UMES	Engineering Technology	B.S.	Fall, 1981

PROGRAM DISCONTINUANCES

April

Allegany C.C.	Chem. Technology	Cert.	Summer, 1980
Charles Co. C.C.	Surveying	Cert.	Summer, 1980
Mont-Rockville	Instructional Aide	Cert.	Summer, 1980
Pr. Geo.'s C.C.	Fire Science Tech.	A.A.	Summer, 1980
UMCP	Crafts Curriculum	B.S.	Fall, 1980
UMCP	Costume Curriculum	B.S.	Fall, 1980

June

Catonsville C.C.	Heating, Ventilation, and Air Conditioning Technology	A.A./Cert.	Summer, 1980

x = Retroactive authorization to award the B.A.S.W. degree to May, 1977

III. New Task Force

The current Maryland Plan for the Desegregation of Postsecondary Institutions, completed in 1974, set targets for 1980. Consequently, it became apparent in the 1979-80 academic year that a new document was needed for 1980 and beyond. In March of 1980, the Commissioner named a new Task Force to update the Maryland Plan. The new Task Force is composed of institutional representatives, legislative representatives, and public members. The Task Force anticipates that it will finish the major portion of its work by September, 1980.

TABLE I

STATE FUND EXPENDITURES *
FISCAL YEAR 1979

	Desegregation	Total Budget	Percent of Budget Used for Desegregation
University of Maryland			
University of Maryland at Baltimore	$ 351,991	$ 76,360,700	0.46
University of Maryland Baltimore County	107,776	20,764,106	0.52
University of Maryland Coop. Extension	30,208	8,761,148	0.34
University of Maryland College Park	1,753,938	153,999,464	1.14
University of Maryland Eastern Shore	82,000	8,063,826	1.02
Sub-Total	$ 2,325,913	$267,949,244	0.87
State Universities and Colleges			
Board of Trustees	$ 103,138	$ 3,257,921	3.17
Bowie State College	138,448	10,335,535	1.34
Coppin State College	128,823	11,040,171	1.17
Frostburg State College	282,998	13,822,855	2.05
Salisbury State College	106,833	11,852,512	0.90
Towson State University	338,671	33,077,233	1.02
University of Baltimore	177,098	8,642,499	2.05
Sub-Total	$ 1,276,009	$ 92,028,726	1.39
Morgan State University	$ 243,053	$ 23,082,157	1.05
St Mary's College of Maryland	116,963	5,519,215	2.12
Sub-Total Institutions	$ 3,858,800	$285,321,421	1.00
State Board for Higher Education	$ 464,351	$ 1,324,381	35.06
TOTAL Four Year Segments	$ 4,426,289	$389,903,723	1.14
Community Colleges			
Allegany	$ 10,076	$ 3,016,440	0.33
Anne Arundel	N/A	(8,365,908)[a]	-
Baltimore City	79,228	10,204,272	0.78
Baltimore County	83,551**	(27,643,140)[b]	-
Cecil	4,303	1,472,523	0.29
Charles	50,399	4,266,146	1.18
Chesapeake	19,162	2,232,240	0.86
Frederick	N/A	(2,210,182)	-
Garrett	N/A	(1,377,183)	-
Hagerstown	18,929	2,953,768	0.64
Harford	38,605	5,131,320	0.75
Howard	44,803	3,291,288	1.36
Montgomery	124,788	22,437,831	0.56
Prince George's	84,453	15,325,470	0.55
Wor-Wic Tech	7,450	741,909	1.00
Sub-Total Institutions	$ 565,747	$ 88,042,824	0.64
Community College Board	$ 13,397	$ 310,208	4.32
Total, 2-Year Segment	$ 579,144	$ 88,353,032	0.66
GRAND TOTAL	$ 5,005,433	$478,256,755	1.05

* Data for community colleges reflect appropriations for desegregation not expenditures.

** Data not available for Essex Community College.

a. Data in parenthesis not included in totals.

b. $16,969,607 for Catonsville & Dundalk are included in totals.

TABLE II

STATE FUND APPROPRIATIONS
FISCAL YEAR 1980

	Desegregation	Total Budget	Percent of Budget Used for Desegregation
University of Maryland			
University of Maryland at Baltimore	$ 553,374	$ 85,846,838	0.64
University of Maryland Baltimore County	145,972	23,418,570	0.62
University of Maryland Coop. Extension	33,665	10,006,992	0.34
University of Maryland College Park	2,079,370	168,287,152	1.24
University of Maryland Eastern Shore	102,000	8,002,653	1.27
Sub-Total	$2,914,381	$295,562,205	0.99
State Universities and Colleges			
Board of Trustees	$ 82,654	$ 4,415,010	1.87
Bowie State College	140,365	9,963,508	1.41
Coppin State College	145,291	8,839,457	1.64
Frostburg State College	272,000	14,105,563	1.93
Salisbury State College	122,839	12,340,386	0.99
Towson State University	368,673	32,834,327	1.12
University of Baltimore	213,806	9,659,206	2.21
Sub-Total	$1,345,628	$ 92,157,457	1.46
Morgan State University	$ 224,872	$ 22,468,585	1.00
St. Mary's College of Maryland	117,282	5,698,871	2.00
Sub-Total Institutions	$4,519,509	$411,472,108	1.09
State Board for Higher Education	$ 496,854	$ 1,616,872	30.73
TOTAL Four Year Segment	$5,099,017	$417,503,990	1.22
Community Colleges			
Allegany	$ 10,479	$ 3,267,452	0.32
Anne Arundel	71,803	9,293,934	0.77
Baltimore City	84,617	10,186,800	0.83
Baltimore County *	102,829	29,315,696	0.35
Cecil	9,047	1,678,600	0.54
Charles	50,977	4,444,128	1.14
Chesapeake	22,579	2,504,180	0.90
Frederick	12,048	2,720,040	0.44
Garrett	1,812	1,623,440	0.11
Hagerstown	20,067	3,094,484	0.65
Harford	32,942	5,950,952	0.55
Howard	41,340	3,683,820	1.12
Montgomery	160,510	24,729,600	0.65
Prince George's	90,488	16,438,213	0.55
Wor-Wic Tech	7,848	900,850	0.87
Sub-Total Institutions	$ 719,386	$119,832,189	0.60
Community College Board	$ 14,209	$ 333,640	4.26
Total, 2-Year Segment	$ 733,595	$120,165,829	0.61
GRAND TOTAL	$5,832,612	$537,669,819	1.08

* Includes Catonsville, Dundalk and Essex.

TABLE III

STATE FUND APPROPRIATIONS
FISCAL YEAR 1981

	Desegregation	Total Budget	Percent of Budget Used for Desegregation
University of Maryland			
University of Maryland at Baltimore	$ 482,336	$ 92,026,946	0.52
University of Maryland Baltimore County	145,972	23,919,183	0.61
University of Maryland Coop. Extension	34,785	10,250,631	0.34
University of Maryland College Park	2,106,501	177,049,148	1.19
University of Maryland Eastern Shore	105,000	8,666,896	1.21
Sub-Total	$2,874,594	$311,912,804	0.92
State Universities and Colleges			
Board of Trustees	$ 78,095	$ 4,076,274	1.92
Bowie State College	140,985	10,053,484	1.40
Coppin State College	154,595	8,997,461	1.72
Frostburg State College	278,311	14,728,742	1.89
Salisbury State College	125,958	12,861,834	0.98
Towson State University	369,412	35,494,694	1.04
University of Baltimore	228,836	10,636,650	2.15
Sub-Total	$1,376,192	$ 96,849,139	1.42
Morgan State University	$ 228,151	$ 22,952,011	0.99
St. Mary's College of Maryland	123,198	6,196,816	1.99
Sub-Total Institutions	$4,524,040	$433,834,496	1.04
State Board for Higher Education	$ 507,485	$ 1,539,646	32.96
TOTAL Senior Segment	$5,109,620	$439,450,416	1.16
Community Colleges			
Allegany	$ 10,479	$ 3,016,700	0.34
Anne Arundel	53,396	11,008,255	0.49
Baltimore City	108,580	10,906,000	1.00
Baltimore County *	121,521	30,276,000	0.40
Cecil	8,855	1,838,900	0.48
Charles	51,315	4,982,000	1.03
Chesapeake	24,245	2,543,400	0.95
Frederick	14,454	2,935,950	0.49
Garrett	-0-	1,653,570	-0-
Hagerstown	22,204	3,365,280	0.66
Harford	28,312	6,261,800	0.45
Howard	44,993	3,857,700	1.17
Montgomery	193,504	29,410,920	0.66
Prince George's	97,699	17,399,500	0.56
Wor-Wic Tech	4,195	1,089,600	0.39
Sub-Total Institutions	$ 783,757	$130,545,575	0.60
Community College Board	$ 15,783	$ 342,677	4.61
Total, 2-Year Segment	$ 799,540	$130,888,252	0.61
GRAND TOTAL	$5,909,160	$570,338,668	1.04

* Includes Catonsville, Dundalk and Essex.

TABLE IV

CHANGE AND PERCENT CHANGE IN DESEGREGATION FUNDS AND TOTAL STATE FUNDS

	Fiscal Year 1979-1980				Fiscal Year 1980-1981			
	Change in Desegregation Appropriations		Change in Total State Funds		Change in Desegregation Appropriations		Change in Total State Funds	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
University of Maryland								
UMAB	$ 201,383	57.2	$ 9,486,138	12.4	$(71,038)	(12.8)	$ 6,180,108	7.2
UMBC	38,196	35.4	2,654,464	12.8	-0-	-0-	500,613	2.1
UMCE	3,457	11.4	1,245,844	14.2	1,120	3.3	243,639	2.4
UMCP	325,432	18.6	14,292,688	9.3	27,131	1.3	8,761,996	5.2
UMES	20,000	24.4	(61,173)	(0.8)	3,000	2.9	664,223	8.3
Sub-Total	$ 588,468	25.3	27,612,961	10.3	$(39,787)	(1.4)	$16,350,579	5.5
State Universities and Colleges								
Board of Trustees	$(20,484)	(19.9)	$ 1,157,089	35.5	$(4,559)	(5.5)	$(338,736)	(7.7)
Bowie State College	1,917	1.4	(372,027)	(3.6)	620	0.4	89,976	0.9
Coppin State College	16,468	12.8	(2,200,714)	(19.9)	9,304	6.4	158,004	1.8
Frostburg State College	(10,998)	(3.9)	282,708	2.0	6,311	2.3	623,179	4.4
Salisbury State College	16,006	15.0	487,874	4.1	3,119	2.5	521,448	4.2
Towson State University	30,002	8.9	(242,906)	(0.7)	739	0.2	2,660,367	8.1
University of Baltimore	36,708	20.7	1,016,707	11.8	15,030	7.0	977,444	10.1
Sub-Total	$ 69,619	5.5	$ 128,731	0.1	$ 30,564	2.3	$ 4,691,682	5.1
Morgan State University	$(18,181)	(7.5)	$(613,572)	(2.7)	$ 3,279	1.5	483,426	2.1
St. Mary's College of Md.	319	0.3	179,656	3.3	5,916	5.0	497,945	8.7
Sub-Total Institutions	$ 660,709	17.1	26,150,687	6.7	$ 4,531	0.1	$22,362,388	5.4
State Board for Higher Ed.	32,503	7.0	292,491	22.1	10,631	2.1	(77,226)	(4.8)
TOTAL - 4-Year Segments	$ 672,728	15.2	$ 27,600,267	7.1	$ 10,603	0.2	$21,946,426	5.0
Community Colleges								
Allegany	$ 403	4.0	$ 251,012	8.3	-0-	-0-	$(250,752)	(8.0)
Anne Arundel	N/A	-	928,026	11.1	$(18,407)	(26.0)	1,714,321	18.0
Baltimore City	5,389	6.8	(17,472)	(0.2)	23,963	28.0	719,200	7.0
Baltimore County	N/A	-	1,672,556	6.1	18,692	18.0	960,304	3.0
Cecil	4,744	110.2	206,077	14.0	(192)	(2.0)	160,300	10.0
Charles	578	1.1	177,982	4.2	338	1.0	537,872	12.0
Chesapeake	3,417	17.8	271,940	12.2	1,666	7.0	39,220	2.0
Frederick	N/A	-	509,858	23.0	2,411	20.0	215,910	8.0
Garrett	N/A	-	246,257	17.9	(1,812)	(100.0)	30,130	2.0
Hagerstown	1,138	6.0	140,716	4.8	2,137	11.0	270,796	9.0
Harford	(5,663)	(14.7)	819,632	16.0	(4,630)	(14.0)	310,848	5.0
Howard	(3,463)	(7.7)	392,532	11.9	3,653	9.0	173,880	5.0
Montgomery	35,722	28.6	2,291,769	10.2	32,994	21.0	4,681,320	19.0
Prince George's	6,035	7.1	1,112,743	7.3	7,211	8.0	961,287	6.0
Wor-Wic Tech	398	5.3	158,941	21.4	(3,653)	(47.0)	188,750	21.0
Sub-Total Institutions	$ 48,698	10.1	$ 5,805,872	6.6	$ 64,371	9.0	$10,713,386	9.0
Community College Board	$ 812	6.1	$ 23,432	7.6	$ 1,574	11.0	$ 9,037	3.0
TOTAL - 2-Year Segments	$ 49,510	10.0	$ 5,829,304	6.6	$ 65,945	9.0	$10,722,423	9.0
GRAND TOTAL	$ 422,238	14.4	$ 33,429,571	7.0	$ 76,548	1.3	$32,668,849	6.0

8/7/80

MARYLAND COMMUNITY COLLEGES

FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED IN THE FISCAL YEAR 1981 BUDGET FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	ALLEGANY				ANNE ARUNDEL			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel	.10	$ 1,373	.10	$ 1,373	.30	$ 8,218	.30	$ 8,218
Affirmative Action	.18	2,471	.18	2,471	.06	1,987	.06	1,987
Student Aid	.10	1,144	.10	1,144	.55	13,718	.55	13,718
Recruitment	.25	3,432	.25	3,432	.30	4,963	.30	4,963
Advisement	.05	572	.05	572	.50	11,236	.50	11,236
Other Personnel/Cost					.50	8,274	.50	8,274
Clerical Support	.20	1,487	.20	1,487				
Related Support						5,000		5,000
TOTALS	.88	$ 10,479	.88	$ 10,479	2.21	$ 53,396	2.21	$ 53,396

	BALTIMORE				CATONSVILLE			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel	.40	$ 15,640	.40	$ 15,640	.20	$ 5,341	.20	$ 5,341
Affirmative Action	.60	22,440	.60	22,440				
Student Aid	1.00	16,000	1.00	16,000	.40	17,248	.40	17,248
Recruitment	1.00	16,000	1.00	16,000	.05	1,430	.05	1,430
Advisement	1.50	27,000	1.50	27,000	.40	10,528	.40	10,528
Other Personnel/Cost					.50	18,532	.50	18,532
Clerical Support	1.00	11,500	1.00	11,500		10,338		10,338
Related Support						2,520		2,520
TOTALS	5.50	$108,580	5.50	$108,580	1.55	$ 65,937	1.55	$ 65,937

MARYLAND COMMUNITY COLLEGES

FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED IN THE FISCAL YEAR 1981 BUDGET FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	CECIL				CHARLES			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel	.10	$ 915	.10	$ 915	.55	$ 12,724	.55	$ 12,724
Affirmative Action	.10	3,062	.10	3,062	.30	6,829	.30	6,829
Student Aid	.05	956	.05	956	.30	6,763	.30	6,763
Recruitment	.10	1,736	.10	1,736	.55	11,344	.55	11,344
Advisement	.10	1,736	.10	1,736	.50	8,230	.50	8,230
Other Personnel/Cost								
Clerical Support	.05	450	.05	450	.25	2,425	.25	2,425
Related Support						3,000		3,000
TOTALS	.50	$ 8,855	.50	$ 8,855	2.45	$ 51,315	2.45	$ 51,315

	CHESAPEAKE				DUNDALK			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel	.13	$ 1,53[illegible]	.13	$ 1,532	.30	$ 9,750	.30	$ 9,750
Affirmative Action	.29	5,922	.29	5,922	.10	1,712	.10	1,712
Student Aid	.40	6,665	.40	6,665	.20	20,045	.20	20,045
Recruitment	.22	5,230	.22	5,230	.10	1,728	.10	1,728
Advisement	.28	4,896	.28	4,896				
Other Personnel/Cost					.25	10,281	.25	10,281
Clerical Support					.40	4,094	.40	4,094
Related Support								
TOTALS	1.32	$ 24,245	1.32	$ 24,245	1.35	$ 47,610	1.35	$ 47,610

MARYLAND COMMUNITY COLLEGES

FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED IN THE FISCAL YEAR 1981 BUDGET FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	ESSEX				FREDERICK			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel		$		$	.20	$ 3,688	.20	$ 3,688
Affirmative Action	.50	7,974	.50	7,974	.15	2,766	.15	2,766
Student Aid					.10	1,165	.10	1,165
Recruitment					.10	2,340	.10	2,340
Advisement								
Other Personnel/Cost					.50	4,500	.50	4,500
Clerical Support								
Related Support								
TOTALS	.50	$ 7,974	.50	$ 7,974	1.05	$ 14,459	1.05	$ 14,459

	GARRETT				HAGERSTOWN			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel	.10	$ 1,320		$	.10	$ 3,082	.10	$ 3,082
Affirmative Action	.10	1,320			.10	3,082	.10	3,082
Student Aid					.10	2,084	.10	2,084
Recruitment					.20	5,680	.20	5,680
Advisement								
Other Personnel/Cost					.05	1,537	.05	1,537
Clerical Support					.50	5,339	.50	5,339
Related Support						1,400		1,400
TOTALS	.20	$ 2,640		$	1.05	$ 22,204	1.05	$ 22,204

MARYLAND COMMUNITY COLLEGES

FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED IN THE FISCAL YEAR 1981 BUDGET FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	HARFORD				HOWARD			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel	.10	$ 2,562	.10	$ 2,562	1.78	$ 29,203	1.78	$ 29,203
Affirmative Action	.28	6,385	.28	6,385	.72	13,170	.72	13,170
Student Aid	.20	3,500	.20	3,500				
Recruitment	.30	4,350	.30	4,350		1,860		1,860
Advisement	.30	7,500	.30	7,500				
Other Personnel/Cost	.10	2,765	.10	2,765				
Clerical Support	.20	1,250	.20	1,250		180		180
Related Support						580		580
TOTALS	1.48	$ 28,312	1.48	$ 28,312	2.50	$ 44,993	2.50	$ 44,993

	MONTGOMERY				PRINCE GEORGE'S			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel	1.15	$ 23,650	1.15	$ 23,650	1.75	$ 25,862	1.75	$ 25,862
Affirmative Action	1.50	21,562	1.50	21,562	2.00	31,278	2.00	31,278
Student Aid	1.20	29,687	1.20	29,687	.40	9,110	.40	9,110
Recruitment	1.50	44,882	1.50	44,882	.50	9,883	.50	9,883
Advisement	1.50	44,882	1.50	44,882	1.00	15,018	1.00	15,018
Other Personnel/Cost	.15	4,805	.15	4,805				
Clerical Support	.80	11,972	.80	11,972				
Related Support		12,064		12,064		6,548		6,548
TOTALS	7.80	$193,504	7.80	$193,504	5.65	$ 97,699	5.65	$ 97,699

MARYLAND COMMUNITY COLLEGES

FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED IN THE FISCAL YEAR 1981 BUDGET FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	WOR-WIC TECH				STATE BOARD FOR COMMUNITY COLLEGES			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel	.03	$ 727	.03	$ 727		$		$
Affirmative Action	.05	1,213	.05	1,213				
Student Aid	.09	1,525	.09	1,525				
Recruitment	.03	464	.03	464				
Advisement	.03	266	.03	266				
Other Personnel/Cost							.30	9,961
Clerical Support							.20	2,834
Related Support								2,988
TOTALS	.23	$ 4,195	.23	$ 4,195		$	.50	$ 15,783

SBCC:RJB:7-80

CHAPTER III

FUNDS APPROPRIATED IN FY 1981 FOR IMPLEMENTATION OF THE STATE'S DESEGREGATION PLAN

Maryland's postsecondary educational sector during any fiscal year expends resources directly and indirectly for desegregation activities. Although there are major expenditures that indirectly support the desegregation activities of the various institutions, these expenditures will not be discussed here, except peripherally, because of difficulties in accurate quantification.

Direct expenditures of funds for desegregation are used for a broad array of activities. Other Race Grants, Faculty and Administrator Exchange Programs, and Minority/Other Race Internships comprise the majority of desegregation expenditures for grants and stipend programs. Study skill centers, other developmental and remedial programs, and a variety of personnel, including counselors, recruitment officers, special program directors, and integration coordinators, are supported by desegregation funds at Maryland colleges and universities.

During FY 1979, $4,426,289 was spent in direct support of the State's desegregation plan by the Maryland State Board for Higher Education, the University of Maryland, the Board of Trustees of the State Universities and Colleges, Morgan and St. Mary's. Another $579,144 was spent by community colleges and the Maryland State Board for Community Colleges for the implementation of the desegregation plan. These data are displayed in Table I for all the public institutions for which data were available.

Table II displays information on the FY 1980 appropriations for desegregation activities. For the senior institutions and coordinating boards, a total of $5,099,017 was appropriated as direct support for the State's desegregation plan. The University of Maryland was appropriated $2,914,381, and the State Universities and Colleges $1,345,628. These direct appropriations exceed FY 1979 expenditures by $672,728, or 15.2 percent.

For the community college sector, Table II shows that $733,595 was appropriated for direct support of desegregation activities. This amount exceeds FY 1979 appropriations by $154,451, or 26.7 percent, and represents 0.61 percent of total estimated community college expenditures of $120,165,829.

Table III displays information on the FY 1981 appropriations for desegregation activities. For the senior institutions and coordinating boards, a total of $5,109,620 was appropriated as direct support for the State's desegregation plan. These direct appropriations exceed FY 1980 appropriations by $10,603, or 0.2 percent.

For the community college sector, $783,757 was appropriated to the colleges for direct support of desegregation activities, and $15,783 was allocated to the Community College Board. The total allocation of $799,540 exceeds FY 1980 appropriation by $65,945, a 9.0 percent increase.

Table IV displays data on the dollar and percent change in desegregation funds and total State funds for higher education in FY 1980 and FY 1981. State funds appropriated for desegregation in FY 1980 were 14.4 percent greater than FY 1979 expenditures, and the FY 1981 appropriation is 1.3 percent greater than the FY 1980 appropriation.

Expenditures for desegregation activities accounted for 1.05 percent of the total funds expended by institutions in FY 1979, for 1.08 percent of the FY 1980 appropriation, and for 1.04 percent of the FY 1981 appropriation. Although appropriations for desegregation were growing at a faster rate than total fund appropriations through FY 1980, the appropriations for desegregation in FY 1981 increased by less than one-half the rate of the increase in the total appropriations for institutions of higher education.

State Board for Higher Education

The State Board for Higher Education has the authority for administration of the Maryland Desegregation Plan for higher education. Expenditures for desegregation activities accounted for more than 35 percent of the total SBHE budget in FY 1979 while appropriations for desegregation increased 7.0 percent in FY 1980 and 2.1 percent in FY 1981.

During FY 1981, the State Board for Higher Education will expend $180,000 for Other Race Grants for Graduate and Professional School Students and $150,000 for the Minority Other Race Internship program. In order to promote desegregation in higher education, the SBHE runs a Central Placement Bureau for job openings and job candidates and publishes a brochure on all of the postsecondary institutions in Maryland for high school students.

The State Board for Higher Education also coordinates and implements the Maryland Desegregation Plan. A total of six positions, including a Director of Equal Educational Opportunity, are allocated in support of this function.

University of Maryland

Specific desegregation activities are supported at the teaching campuses and by the Cooperative Extension Service of the University of Maryland. Funds amounting to $2,325,913 were allocated in FY 1979 for both support personnel and grants to students. Between FY 1979 and FY 1980, direct appropriations for desegregation increased 25.3 percent compared to a 10.3 percent increase in total funds. For FY 1981 a total of $2,874,594 was appropriated in direct support of desegregation activities on the campuses of the University of Maryland, representing 0.92 percent of the total budget.

State Universities and Colleges

The Board of Trustees of the State Universities and Colleges provides coordination among the State universities and colleges in the implementation of the Maryland Desegretation Plan. Appropriated funds are transferred to the various institutions to be used in the specific areas of counseling, financial aid to needy students, remedial education and recruiting.

During FY 1981 it was estimated that 1,025 Other Race Grants would be awarded to 39.3 percent of other-race students served by the State universities and colleges in Maryland. Approximately $719,000 will be expended in support of these grants compared with $679,000 in FY 1980 and $650,000 in FY 1979.

Additionally, approximately 1,275 students, who are under prepared or need remedial services, will receive remedial work totalling over $860,000. This remedial assistance is given to students scoring 350 or less on the SAT - Verbal test.

The remainder of the desegregation funds in this segment support coordination of the segment-wide desegregation/remediation program and counselors, recruiters and coordinators at each institution. A total of $78,095 was appropriated to the Board of Trustees of the State Universities and Colleges for FY 1981 for coordination, 1.92 percent of the total expenditures of the BTSUC.

Over $1,376,000 was appropriated to the BTSUC schools and Board for FY 1981 expenditures for desegregation, an increase of $30,564 over FY 1980 appropriations of $1,345,628. FY 1979 expenditures exceeded $1,276,000 in direct support of desegregation activities at BTSUC institutions.

Morgan State University

Morgan State University expended $243,053 in FY 1979 in direct support of desegregation, accounting for 1.05 percent of their budget. The FY 1980 appropriation of $224,872 and the FY 1981 appropriation of $228,151 were to be used to directly support an integration coordinator and counselor and about 150 Other Race Grants.

Funds for remedial work at Morgan State University are included in the instruction program. Thus, these funds are considered indirect support for the desegregation effort, and are not included in this analysis.

St. Mary's College

In FY 1979, 52 Other Race Grants totalling $82,800 were awarded to St. Mary's students; in FY 1980, 55 Other Race Grants totalling $85,000 were to be awarded. Approximately 60 Other Race Grants will be awarded during FY 1981. Other desegregation funds at St. Mary's support an integration coordinator and counselor. In FY 1981, $123,198, 1.99 percent of total appropriations was allocated for desegregation activities, compared to $116,963 in expenditures in FY 1979, and $117,282 in appropriations in FY 1980.

Community Colleges

The State Board for Community Colleges coordinates and administers the State's program of support for the Community Colleges. During FY 1979 at least $579,144 was expended by the 17 community colleges in Maryland and by the Community College Board in direct support of desegregation. Funds were allocated for personnel, student aid, recruitment and advisement at each of the colleges.

During FY 1980 a total of $733,595, 0.61 percent of community college expenditures, provided direct support of desegregation activities. For FY 1981, $799,540, an increase of $65,945, or 9.0 percent, over FY 1980 appropriations, is projected to be expended in direct support of desegregation activities.

ALLEGANY COMMUNITY COLLEGE
SUMMARY REPORT ON
SIXTH MID-YEAR DESEGREGATION STATUS REPORT
1980

Introduction

Allegany Community College holds as its purpose to serve and to be responsive to the needs of the people of Allegany County and its environs by providing an opportunity for higher education, through which people, regardless of their academic backgrounds, may advance to the highest possible degree of academic achievement, technical excellence, occupational proficiency, and personal enrichment. The future of ACC, like its growth in the past, lies in its continued creation of programs and services to meet community needs. The staff of the College is dedicated to assisting and contributing to the development of all students, regardless of age, race, or background. ACC is a community resource, proud to contribute to the growth of Allegany County and the State of Maryland.

Student Composition

Allegany Community College is the only public community college in Maryland that enrolls more full-time than part-time students. This and other data relevant to the composition of ACC's fall semester 1979 credit student body are described below:

Sex

Thirty-seven percent of ACC's student population are male, and sixty-three percent are female.

Course-Load Status

Two-thirds of ACC's students are enrolled full-time (twelve or more semester hours), with one-third enrolled on a part-time basis.

Class Status

Fifty-five percent of ACC's student body are classified as freshmen (fewer than twenty-eight semester hours of accumulated credit), and thirty-five percent are classified as sophomores, with nine percent unclassified or designated as "special" students.

Degree of Educational Attainment Sought Upon Entrance

Upon entering ACC, eighty percent of ACC students list their degree goal as associate in arts with eight percent seeking a one-year certificate. Thirteen percent of entering ACC students list their academic/education goal as non-degree.

Age

Fifty-seven percent of the ACC student population are between sixteen and twenty years of age, nineteen percent are between the ages of twenty-one and twenty-five, and nine percent are between twenty-six and thirty years of age. The remaining fifteen percent of the student body are over thirty years of age.

Residence

Eighty-three percent of the students live in Allegany County, eight percent list their home residence as other counties of Maryland, and nine percent of the student body indicate their home residence as other states or countries.

Race

Ninety-six percent of the ACC student body are white, two percent of the student body are black, and two percent are of "other" or "unknown" race.

The number of minority students attending Allegany Community College on both a full-time and part-time basis is relatively small and numbers 44 compared to the College (fall, 1979) enrollment of 1,777 students. Therefore, this represents 2.5 percent minority student enrollment at this two-year institution. Of these 44 minority students, 38 (or 86.4 percent) are Black.

The Black Student Alliance, an organization of minority students whose objectives include bettering the understanding and relationships of minority and white students on campus, is perhaps one of the most active groups involved in campus activities. Each year, the BSA participates in the annual Blue Grass Festival, recruits minority students from area high schools, sponsors dances and other socials on campus, participates in Student Government decision-making through elected representatives, and assists in budget development in the SGA organization.

Since the Black Student Alliance was established through charter in the fall of 1973, it has been highly effective in influencing both student and staff organizations. The BSA has been active in promoting and influencing the College's affirmative action activities and Title IX compliance, and has been regularly consulted during the planning of cultural activities sponsored by the Student Government Association. In addition, since the organization began, two members of the alliance have been named top scholars by the College Entrance Examination Board (CEEB), with one of these students named "Student of the Year" by both faculty and students of the College.

The Black Student Alliance at Allegany Community College has played a vital role in promoting the healthy and open communication among a multi-cultural and multi-ethnic student body. The faculty and staff of the College have also responded very positively to the BSA and its activities. The Black Student Alliance is very effective in serving the needs of minority students as well as encouraging the entire student body on the need for participation in College activities by all students.

Financial Aid

Purpose of Financial Aid Program

By distributing funds according to need, Allegany Community College's financial aid program makes it possible for the greatest number of students, regardless of their financial circumstances, to continue their education. Currently, more than forty percent of all eligible enrolled students receive some form of financial aid from all available sources.

Available Financial Aid Resources

In addition to having its own funds, Allegany Community College participates in most federal programs. Residents of Maryland are also eligible to receive state scholarships and loans. Last year, Allegany Community College disbursed more than $900,000 in funds from local, state, and federal programs.

Students applying for financial aid are considered for all programs for which they are eligible. The amount of financial aid awarded is generally a combination of grant, loan, and employment. The amount of the award is based on the financial need of the student. Need is determined by subtracting the resources of the student and his or her parents' contribution from the total student expenses. The parents' contribution is estimated on the basis of the amount of their income and assets as well as a consideration of taxes, medical expenses, and other liabilities of the family. An independent, objective, nationally recognized method developed by the College Scholarship Service is used to analyze the financial circumstances. All financial aid awards to students are determined by the Director of Financial Aid of Allegany Community College.

Minority Students on Financial Aid

During the 1979-80 academic year, twenty-four minority students were awarded a total of $36,246. Thirteen students were awarded $11,418 in College Work-Study funds, eight students were awarded $3,900 in Supplemental Grant, nineteen students received $15,933 in Basic Grant, four students received $1,200 in Maryland State scholarships, two students received $645 in the ACC Athletic Foundation Scholarship and three students received Guaranteed Student Loans of $3,150.

Of the twenty-four minority students, there were twenty-two Black students, and two Mid-Eastern students. This represents 3 percent of all students who received any kind of financial aid for the 1979-80 year and the $36,246 awarded represents 3 percent of the total financial aid funds for the same period.

Employment Composition
Fall Semester, 1979

Allegany Community College has a total full-time professional (teaching and non-teaching) staff of 106 of which 11 are classified as administrators; the remaining 95 are classified as faculty. The composition by race and sex of the current administration and faculty is as follows: Administrators - 9 males (White) and 2 females (White); Faculty - 47 males (White) and 48 females (White).

The part-time faculty of the College consists of 10 males (White), 1 male (Black), and 2 females (White) for a total of 13.

The College employs a number of staff members who are classified as "artisan-technicians", and are utilized by the College to supervise or assist in language and science laboratories, audio-visual studies, and in student services. The composition by race and sex of this group of 19 employees is as follows: 6 males (White), and 13 females (White).

The clerical staff at Allegany Community College consists of 43 females (White) and one female (Black). The College has no part-time clerical staff.

The custodial staff at the College consists of 14 full-time males (White), 2 full-time females (White), and one part-time male (White).

All of the above employees are paid by Allegany Community College. In addition, Allegany Community College has approximately 50 people employed under the Comprehensive Employment Training Act (CETA), Titles VI and X, and the Work Incentive (WIN) Program. Most of these are employed in the clerical or custodial classifications.

Administrative Coordination

The College has implemented carefully planned policies and procedures in recruiting and hiring professional employees. Positions that become available are filled through completely objective and fair recruiting, screening, and hiring procedures that have been established through the College's Affirmative Action Program. In addition to an Affirmative Action Program, the College is engaged in the following activities:

1. Completing the Institutional Self-Evaluation as prescribed under Title IX,
2. Finalizing written grievance procedures covering discrimination complaints,
3. Monitoring the Affirmative Action Program,
4. Establishing standard advertising procedures for professional positions as part of the Affirmative Action Program, and
5. Establishing goals for accomplishing Affirmative Action objectives.

Although the College has not completed every requirement as prescribed under federal laws (i.e., Executive Orders and Title IX), the administration and staff support and believe in both the philosophical basis and legal implications of anti-discrimination legislation. The careful planning, creating, and implementing of fair employment and promotional practices has demanded a great deal of time; likewise, an equal amount of time has been necessary for informing faculty and staff of the specifics of legislation. The result at Allegany Community College has been positive since faculty and staff have been actively involved in the finalizing and implementation of a widely supported Affirmative Action Program on campus.

In addition, implementation of any proposed changes in existing programs, policies, and student-related concerns as a result of the Title IX Institutional Self-Evaluation (ISE) will receive the same careful study and support of the faculty and staff. When such measures become the concerns and responsibilities of the college community as a whole (students and staff), the implementation of such changes is carried out in a very positive atmosphere. Currently the Affirmative Action Committee has a student member who is assisting in completing the ISE.

Program Cooperation

ACC has been a member of the Regional Education Service Agency since its beginning in 1967. RESA is a consortium of the three community colleges and the three Boards of Education and the State College in Western Maryland together with the University of Maryland. One of the purposes of RESA is the articulation among institutions and agencies of their curriculums and programs through monthly meetings of the heads of and representative staffs of the agencies. Over the years much has been accomplished through cooperation in articulating programs.

SIXTH MID-YEAR DESEGREGATION STATUS REPORT

ANNE ARUNDEL COMMUNITY COLLEGE

1980

Introduction

Anne Arundel Community College is an Equal Opportunity/ Affirmative Action College which has had a written Affirmative Action Plan since August 1976. The College has revised its Plan (May 1978) to include timetables for specific action projects relating to minority groups, women, and handicapped persons; and the composition of the Affirmative Action Committee has been expanded to reflect increased student representation. In 1980, the Affirmative Action Committee is preparing discrimination complaints procedures to be included in the AA Plan.

The administrative coordination of the Affirmative Action Plan is the responsibility of the President. Authority in each division has been delegated to the Administrative Officer in that area. The Dean of Administration is the Equal Employment Officer; the Director of Personnel serves as the Affirmative Action Officer; and the Affirmative Action Committee functions as an advisory board to the President.

The affirmative action policy is effective in all aspects of the College community including: recruitment, hiring, and promotion policies; student admission and instruction; student and community use of facilities; support of minority businesses in purchasing and financial aid to students.

Student Composition

Anne Arundel Community College continues to successfully increase the number of minority students enrolled at the College. During the fall of 1973, minority students comprised 6.5 percent of the total enrollment. By the fall of 1979, this percentage had increased to 10.0. Thus, while overall enrollment rose by 74.3 percent from 1973 to 1979, minority enrollment during the same period increased over 170 percent. Enrollment by race is detailed in Table I.

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TABLE I

ANNE ARUNDEL COMMUNITY COLLEGE

ENROLLMENT BY RACE

FALL 1973 and FALL 1979

	WHITE	BLACK	AMERICAN INDIAN	ORIENTAL	SPANISH SURNAME	TOTAL MINORITY	FOREIGN	TOTAL ENROLLMENT
FALL 1973								
Number	3953	215	11	21	26	273		4226
Percentage of Total	93.5	5.1	.3	.5	.6	6.5		
FALL 1979								
Number	6601	544	27	78	89	738	27	7366
Percentage of Total	89.4	7.4	.4	1.0	1.2	10.0	.4	
Increase in Number over 1973	2648	329	16	57	63	465		3140
Percentage of Increase over 1973	66.99	153.0	145.5	271.4	242.3	170.3		74.3

Financial Aid

The sources of aid available to all students consists of institutional academic scholarships, grants and work-study; Federal grants and work-study; Maryland State Scholarships; and Guaranteed Student Loans.

Financial aid for minority students has increased significantly since 1973-74. In that year minority students (6.5% of the population) received 17.4% ($16,776) of all aid, while in 1978-79 minority students (10.0% of the population) received at least 28.7% ($136,647) of all aid. Also, 25% of all minority students received financial support through the College in 1978-79 compared to only 9.2% in 1973-74. See Table II for financial aid awarded to students by race 1973-74 to 1978-79.

TABLE II

MID-YEAR DESEGRATATION REPORT - FINANCIAL AID
ANNE ARUNDEL COMMUNITY COLLEGE

Prepared by: Robert O. Felter
Date: May 5, 1980

CONSOLIDATED STATEMENT OF STUDENTS BY RACE WHO RECEIVED FINANCIAL AID
SOURCE: HEGIS REPORT

	1973 - 1974				1974 - 1975				1975 - 1976			
RACE	NO.	% RECIPIENTS	AMOUNT	% AID	NO.	% RECIPIENTS	AMOUNT	% AID	NO.	% RECIPIENTS	AMOUNT	% AID
BLACK	25	13.4	16776.00	17.4	45	15.2	36642.00	24.3	83	16.3	63364.00	24.0
INDIAN	0	0.0	0	0.0	0	0.0	0	0.0	1	0.2	600.00	0.2
ASIAN	0	0.0	0	0.0	2	0.7	540.00	0.4	5	1.0	2232.00	0.8
HISPANIC	0	0.0	0	0.0	0	0.0	0	0.0	5	1.0	4407.00	1.8
WHITE	161	86.6	79841.00	82.6	228	77.0	108023.00	71.7	386	76.0	184960.00	70.1
FOREIGN	0	0.0	0	0.0	1	0.3	350.00	0.2	4	0.8	2479.00	0.9
UNKNOWN	0	0.0	0	0.0	20	6.8	5062.00	3.4	24	4.7	5797.00	2.2
TOTAL	186	100.0	96,617.00	100.0	296	100.0	150617.00	100.0	508	100.0	263,839.00	100.0
	1976 - 1977				1977 - 1978				1978 - 1979			
BLACK	140	20.8	99048.00	25.3	183	22.3	139169.00	30.0	161	19.9	123274.00	25.9
INDIAN	0	0.0	0	0.0	2	0.2	599.00	0.1	2	0.2	313.00	0.1
ASIAN	12	1.8	10686.00	2.7	10	1.2	7823.00	1.7	9	1.1	6667.00	1.4
HISPANIC	6	0.9	6461.00	1.6	10	1.2	4596.00	1.0	13	1.6	6393.00	1.3
WHITE	495	73.4	271318.00	69.3	608	74.0	307783.00	66.3	621	76.7	339127.00	71.1
FOREIGN	1	0.1	1516.00	0.4	3	0.4	1905.00	0.4	1	0.1	413.00	0.1
UNKNOWN	20	3.0	2633.00	0.7	6	0.7	2444	0.5	3	0.4	560.00	0.1
TOTAL	674	100.0	391,662.00	100.0	822	100.0	464,319.00	100.0	810	100.0	476,747.00	100.0

Employment Composition

During the Academic Year 1979-80, the College continues to take assertive action to hire persons from minority groups.

In order to recruit minority, female, and handicapped applicants the College continues to advertise in newspapers such as The Baltimore Afro, The Washington Post, The Sun, The News American, The Evening Capital, and The Arundel Times. For major administrative positions the advertising program includes national exposure - The New York Times, The Chronicle of Higher Education, and The Daily Challenge. In addition, vacancy announcements are mailed to over 100 agencies, graduate schools, special interest groups in order to attract a wider range of applicants for our hiring pool. Some of the participants on the mailing schedule are the Maryland State Employment Office, Maryland Department of Human Resources, community colleges and graduate schools in Maryland, 34 major black colleges and universities, and local women's associations and community action agencies.

The employment composition remains stable in the 1979-1980 academic year.

The 1979-80 minority composition of the full-time faculty (4.4%) reflects an increase of 3.2% over 1975. The minority composition of the administrative and professional groups (11.4%) reflects 8% increase over 1975. The full-time and part-time minority support category (21.6%) experienced a slight decrease over the five year period of .6%.

Thus, the 1979-80 minority composition of the employee census demonstrates a 13.0% ratio to the total employees compared to 10.4% for the 1975-76 year.

(See Tables III and IV.)

TABLE III

ANNE ARUNDEL COMMUNITY COLLEGE

WORK FORCE COMPOSITION BY RACE - APRIL, 1980

	White	Black	Spanish Surname	Other Minority	Total Minority	Total
F.T. Faculty	173	3	1	4	8	181
Admin. & Prof.	31	2	2	0	4	35
F.T. Classified and Plant Support	123	34	1	3	38	161
P.T. Classified	22	2	0	0	2	24
Total	349	41	4	7	52	401
Percentage of Total	87.0	10.2	1.0	1.7	13.0	

TABLE IV

ANNE ARUNDEL COMMUNITY COLLEGE

WORK FORCE COMPOSITION BY RACE - NOV., 1975

	White	Black	Spanish Surname	Other Minority	Total Minority	Total
F.T. Faculty	154	0	0	2	2	156
Admin. & Prof.	28	1	0	0	1	29
Classified (F.T. & P.T.)	110	28	1	2	31	141
Total	292	29	1	4	34	326
Percentage of Total	89.6	8.9	.3	1.2	10.4	

Summary

Anne Arundel Community College during the past five years has increased its efforts to expand the number of persons from minority groups in its student population and in its work force. This commitment has produced positive results. Twenty percent of all financial aid awards, amounting to almost twenty-six percent of the funds, go to students from minorities. Minorities now comprise ten percent of the student population and thirteen percent of the work force. Affirmative action is at work at AACC.

:mac
5:8:80

SIXTH MID-YEAR DESEGREGATION STATUS REPORT

CATONSVILLE COMMUNITY COLLEGE

1980

BRIEF DESCRIPTION OF CATONSVILLE COMMUNITY COLLEGE

Catonsville Community College is a two-year, public community college, which is co-educational and non-residential. It is fully accredited by the Maryland State Department of Education and the Middle Atlantic States Association of Colleges and Secondary Schools, and all programs are approved by the Veteran's Administration. The Nursing Program is developed and operated in cooperation with the Maryland State Board of Examiners of Nurses, and the Mortuary Science curriculum has been approved by the American Board of Funeral Service Education.

The College offers 30 career and 5 transfer curricula, for the Associate in Arts degree; and provides Certificate programs in 24 of the career fields. Somewhat unusual career-vocational programs - or clusters of programs - have been developed in recent years, in areas such as air sciences, the construction technologies, and mortuary science.

In addition to on-campus courses, the College operates three major extension programs in neighboring communities, and recently opened a branch campus in nearby Carroll County. Catonsville also offers courses via television, as a participant in a local consortium.

Non-credit courses, institutes, and seminars represent the fastest-growing segment of College operation at the present time. Unique among these are courses provided for the handicapped and those who work with them; continuing education for nurses and allied health personnel; special programs for senior adults and women; and programs for business and industry offered in the business location.

The College provides special courses designed to assist students with academic developmental work to facilitate chances for success in college. The need for such assistance may be identified by the student or by professional evaluation.

College Philosophy and Objectives, revised and reaffirmed in recent years, commit Catonsville Community College to a program of service which promises educational opportunity to all citizens of its service area, regardless of their age, sex, race, financial circumstances, prior education or experience, or physical condition. This is a commitment toward which all segments of College operation are devoting every resource.

STUDENTS

Catonsville Community College continues to attract an increasingly diverse student population. A comparison of the Fall 1978 and Fall 1979 enrollment data documents this fact.

Enrollment Characteristics:

There continues to be fewer full-time students (2,471) than part-time students (8,640). Currently 77.8% of all students attending Catonsville are part-time (less than 12 semester credit hours).

Students taking courses only at night increased to 44.4%; day enrollment dropped to 41.4%; day/night enrollment increased to 14.2%.

Demographic Characteristics:

The total enrollment (11,111) includes 55.3% women (6,200) and 44.7% men (5,006).

The student enrollment includes 15.7% ethnic minorities (2,392). Black student enrollment is 14.1% of all students (1,571), an increase of 110 students.

Twenty-eight percent of all Catonsville students are over age 30.

Program Characteristics:

Approximately fifty-five percent of all students planned to obtain an A.A. degree, with nearly 50% of all students giving their reason for attending Catonsville as vocational (8% for personal interests), and about 40% indicating they planned to transfer to a four-year institution.

Transfer programs include approximately 51% of all students (5,731) when compared to career program (5,475).

The Admissions Office visits out-of-district schools in Baltimore City upon invitation to take part in college fairs and other programs that were developed by the high schools and junior high schools. The other forms of outreach included attending college fairs offered in the city such as the National Direct Search for Talent when the population is predominantly black. Also, the Admissions Office continues to regularly visit schools in Baltimore County making certain that every student, regardless of racial or nonacademic characteristics, is aware of opportunities at Catonsville. Overall the effort has been successful. Much has been done to make students of other races comfortable on the campus when they are visitors as well as students.

The orientation programs are tailored to meet in so far as possible individual needs of students. There have been special programs for minority students which have been developed to give them a greater feeling of belonging and succeeding at Catonsville.

The Counseling Center, Admissions Office, Academic Advisement Office, Student Activities Office and College Skills Center have minority faculty members with special sensitivities about minority students and their needs. Every effort is extended to make certain each student is given the opportunity to meet his/her educational objectives.

The Student Activities Programs include a black student organization which focuses on the special needs and services minority students care about. Special programs which speak to black social and cultural interests were sponsored during the 1979-80 academic year.

Financial Aid:

The College participates in virtually all the Federal and State financial aid programs available to students. In the need-based Basic Grant Program, the number of students receiving assistance remains at approximately 1,000. During the current year, about one million dollars will be awarded in need-based programs. For students making a timely application, there is a way to finance a plan to attend Catonsville Community College.

STAFF

	Minorities	Male	Female	Total
F. T. Faculty	14	155	106	261
F. T. Administration	2	24	12	36
F. T. Classified	30	63	110	173

The College continues to actively recruit for minorities by advertising and contacts with Placement Directors at colleges with high minority student/ faculty populations. The Staff Development Committee has and is developing training programs to improve the professional skills of all employees for upward mobility. Minorities are encouraged to attend.

ADMINISTRATIVE COORDINATION

In the formation of College Senate committees and sub-committees which participate in the formation of policy recommendations to the President, there is an attempt to balance divisional representation and to reflect the general sex and race composition of the faculty on these committees.

PROGRAM COOPERATION

Catonsville Community College is involved with the Community College of Baltimore in jointly offering courses at the Social Security Administration headquarters. We also are a contractor in providing programs for Upward Mobility at the same location. Several curriculums are offered which are not offered in Baltimore City and vice-versa, thus encouraging special program enrollments. Programs which are similar or duplicated in the various neighboring subdivisions are generally high demand curriculums with a view toward geographic accessibility as well as economic feasibility. Correctional Services and Fire Protection programs are offered cooperatively at several locations. All programs are open to applicants within the open door policy and swing shift classes are one of the program features designed to accommodate student work schedules.

A Statement of Understanding regarding community college recruitment, articulation and program cooperation has been developed and implemented between the Baltimore County Community College System and the Community College of Baltimore. It is important that all constituencies clearly understand and consider the merits of a community college education and the new, agreed-upon practices will enhance the opportunities for students and the metropolitan community colleges.

SIXTH MIDYEAR DESEGREGATION REPORT
CECIL COMMUNITY COLLEGE
1979-80

Introduction

Cecil Community College, established in 1968, is a commuting, public, two-year, educational institution serving day and evening students in a service area comprising the geographic limits of Cecil County, Maryland, a community with a population of approximately 62,000. The College offers transfer, preprofessional, vocational and continuing education programs, as well as cultural and social community activities. Emphasis is placed on small classes, outstanding faculty, close association between faculty and students, and rigorous academic standards. The open-door admissions philosophy offers an opportunity for everyone, who is admitted, to succeed.

Student Composition

Cecil Community College's 1979 fall enrollment was comprised of 1,168 full-time and part-time commuter students of which 93.6 percent were County residents. The ethnic/racial composition of the County consists of 4.5 percent minority groups with blacks comprising approximately 90 percent of the minorities.

Financial Aid

The student financial aid program at Cecil Community College consists basically of Federal Aids Programs, i.e., BEOG, SEOG, CWSP, and guaranteed loans. Local and State scholarships make up the balance of the aid available to students. Applications for aid are accepted and processed through the Fall and Spring semester registration dates to accommodate students who require assistance to adequately plan for their education. A portion of the funds available are reserved for the minority and economically disadvantaged segment of the student population. As required by the regulations governing the Federal aid program, need assessment is part of the application and insures that those in the most need receive the necessary aid. The program has a adequate level of funding resources to meet the needs of eligible students applying for aid. Student aid availability is publicized internally, throughout the service area of the College, and through the high schools in the service area.

Employment Composition

The teaching/counseling faculty of the institution numbering 35 professionals is composed of 10 white females, one black female, and 23 white males and one black male. The administrative staff consists of 7 full-time professionals--5 white males and 2 white females. Classified employees number 27 of which 18 are white females and 9 are white males. Classified employees have an organization that allows them to be represented as a group to the administrative staff, faculty, and Board of Trustees regarding their own interests. A planned staff development program is in effect.

Although recruitment efforts are not extensive, any opening, either faculty or classified, is widely advertised throughout the State of Maryland and in areas contiguous to Cecil County in Delaware and Pennsylvania. Affirmative action institutional policies are adhered to in the process. Affirmative action data is requested from each candidate for position openings.

Adminstrative Coordination

The governing organizations of the College consists of a faculty forum a I four standing committees. All professionals are represented on at least one committee and all are members of the forum. These bodies have considerable influence on policy and direct access to administration and the Board of Trustees in an official capacity.

Program Coordination

Cecil Community College, at present, does not have any consortium arrangements with other institutions. However, the institution does have cooperative service agreements with Harford Community College and the University of Delaware for shared instructional programs and computer services. Cecil Community College offers a regional Commercial Photography degree program to the citizens of Harford and Cecil Counties.

SIXTH MID-YEAR DESEGREGATION STATUS REPORT, 1980
CHARLES COUNTY COMMUNITY COLLEGE

The Charles County Community College is located in Southern Maryland in a region basically rural, but one with an urbanizing trend. The racial composition of the county is changing rapidly. The expanding residential areas in the northern portion of the county are attracting almost exclusively white families. Enrollment of the College has grown at an average of 15 percent each year since it moved on its permanent campus in 1968.

In order to cope with the high per student costs inherent with its small size, it has been particularly aggressive at attracting revenues outside the traditional sources of tuition, state and county tax support. Approximately one-third of its total budget for the last six fiscal years has come from federal or other outside sources.

Among its comprehensive offerings, the College supports two degree curricula in environmental technology. It is one of the few community colleges in the nation to do so. It is actively involved in projects related to energy conservation education. Allied health programs also are being added to the curricula.

STUDENT COMPOSITION

Charles County Community College enrolled 1,170 first-time students for the Fall 1979 semester. This represents a 4% decrease in first-time students over the Fall 1978 semester. Of the Fall 1979 first-time students, 164 (13.2%) belonged to minority groups. This figure is approximately 15% lower than the corresponding percentage from last fall. The largest minority representation was made up of black students. This group comprised 81.7% (134 students) of the minority students.

The average age of students has increased slightly. The average age of students last year was 28, while this fall the average age increased to approximately 29 years. The percentage of the student body that resides in the state of Maryland is 98%.

The ratio of male to female students has changed since Fall 1978. The percentage of female students on campus had shrunk to 46% last fall. This fall, however, female enrollment accounted for 52% of the student body. This returned the ratio to the levels that existed during the Fall 1977 semester.

The College has an active recruitment policy. Students from the local high schools and middle schools are brought to the College on a regular basis for visits to become familiar with the College's programs. Further, the College's minority counselor is conducting personal interviews with black high school students to aid them in planning their future education.

The College employs three organized strategies to aid retention:

1. Accurate course placement including remedial courses and reduced course loads.
2. Specialized courses offered by Student Personnel Services.
    - A. SPS 100 - to explore vocational interests and teach goal setting and study skills.
    - B. SPS 101 - clarification of personal goals, values and strengths, building a more positive self-image.
    - C. SPS 103 - career decision-making and planning.
3. Liberal Academic Policies:
    - A. Withdrawal from any course, without a grade penalty, is possible through the 14th week of classes.
    - B. No student is eligible for academic probation or dismissal until after the accumulation of 16 credits. This allows at least one semester for adjustment.

C. Small classes increase likelihood of the instructor's personal involvement. Students' problems are more likely to be attended to on a personal basis.

FINANCIAL AID AT C.C.C.C. AS OF FALL 1979

Four basic types of financial aid are available to Charles County Community College students. These are scholarships, grants, loans, and student employment. These are funded from federal state, institutional, and private sources.

The College student aid program has kept pace with increasing enrollments. Over 75% of students completing application for financial aid receive some type of assistance. Very few applicants are denied aid, and of that number, very few are denied because of insufficient funds.

All awards are made without regard to race, sex, or ethnic origin. Certain private scholarships may specify a particular county or area of residence of their recipients, but do not otherwise discriminate within those areas of residence.

EMPLOYMENT COMPOSITION, FALL 1979

The racial composition of full-time faculty and professional staff on a percentage basis has increased from 10.5% black and hispanic from Fall 1978 to 10.7% black and hispanic for Fall 1979 and decreased from 89.5% Fall 1978 to 89.3% white for Fall 1979. The racial composition of full-time staff support on a percentage basis has increased from 23.7% black and hispanic for Fall 1978 to 24.1% black and hispanic for Fall 1979 and decreased from 76.3% white for Fall 1978 to 75.9 white for Fall 1979. The part-time racial composition of staff support on a percentage basis has decreased from 14.3% black for the Fall 1978 to 12.5% black for Fall 1979 and increased from 85.7% white for Fall 1978 to 87.5% for Fall 1979.

RECRUITMENT

The College Affirmative Action Plan, approved by the Board of Trustees, established the procedures for recruitment of all full-time faculty and administrators. Position descriptions and requirements are forwarded to all graduate schools in the Washington Metropolitan area and Baltimore. Additionally, the College used the Affirmative Action Register, Faculty Data Bank Registry, the State Board of Higher Education Central Placement Bureau, all local and Metropolitan newspapers, and any special publication serving a specific profession.

IN-SERVICE TRAINING

Charles County Community College has always followed the training technique of on-the-job training. Additionally, classified personnel are encouraged to take advantage of courses offered in their field of endeavor at the College and may participate in seminars and workshops when scheduled.

PROGRAM COOPERATION

Charles County Community College has cooperative programs for education with the Naval Ordnance Station, the State Office of Employment Security, and Patuxent River Naval Installation. The College now has a satellite center at St. Mary's county. Cooperative projects have been developed with the University of Maryland and Bowie State College.

DESEGREGATION STATUS REPORT

CHESAPEAKE COLLEGE

FALL 1979

Chartered in 1965, Chesapeake College began classes in September, 1967, as the only regional community college in the State of Maryland serving Caroline, Kent, Queen Anne's and Talbot Counties, an essentially rural community. In addition to liberal arts and transfer curricula, the College has expanded its programs in the vocational, technical, and career areas. Chesapeake College now offers 17 technical programs due to the Fall 1976 opening of a new technical building.

STUDENT COMPOSITION

The minority representation in Fall, 1979 remained fairly consistent with previous semester's percentages. Numbers of minority students equalled 104 students in 1978 and 104 students in Fall, 1979 in credit curriculums. Percentage totals dropped slightly due to the continued increase in total college enrollment which minority enrollment did not keep pace with.

New data processing capabilities have enabled the College to analyze individual curriculum more closely with the following data derived for numbers and percentages of total enrollment for minority students for the years 1978 and 1979.

	Minority Enrollment		Minority % of total Program Enrollment	
	1978	1979	1978	1979
Gen. Coll. Studies	21	19	10.1	8.3
Math/Science	1	0	3.4	0
Humities./Soc. Sci.	5	4	11.4	9.3
Elem. Teaching	5	2	35.7	10.0
Sec. Teaching	0	0	0	0
Early Childhood Development	7	4	43.8	22.2
Law Enforcement	3	6	4.9	13.9
Bus. Mgt.	9	15	10.9	11.2
Bus. Adm.	7	8	9.6	8.3
Sec. Sci.	19	20	24.3	23.5
Rec. Tech.	5	5	17.9	17.3
M.L.T.	4	4	18.2	14.8
Phy. Ed.	4	5	36.3	22.0

	Minority Enrollment		Minority % of total Program Enrollment	
	1978	1979	1978	1979
Real Estate	0	0	0	0
Art	1	2	11.1	9.1
Electronics	6	7	22.2	23.3
Air Conditioning	1	1	9.1	10
Arch./Bldg. Const.	4	2	14.3	7.7
Agriculture	0	0	0	0

Total minority students 1978 - 104

Total minority students 1979 - 104

Total minority precentage (credit students) 1978 - 15.6

Total minority precentage (credit students) 1979 - 14.4

In accordance with traditions established with the founding of the College, students of all races, ages and sex are encouraged and invited to participate in the College's student activities program. In counseling new students, both black and white counselors appraised all students of the availability of developmental programs to aid them and alleviate skill deficiencies in the academic areas. Both black and white college recruiters have attended meetings, fairs and schools to encourage both black and white persons to attend Chesapeake College. The College has been awarded an Upward Bound Grant and has a Special Services Grant proposal pending. It is envisioned that both programs will greatly aid the college in its recruitment of minority students.

FINANCIAL AID

As of April 1980, the following amounts were disbursed covering Basic Educational Opportunity Grants, National Direct Student Loans, Supplemental Educational Opportunity Grants, College Work-Study, and Maryland State Scholarships:

Total unduplicated students:	213
Total funds disbursed:	209,831.91

Male	Female	Caucasian	Negro	Other Race
36%	64%	67%	33%	0%

EMPLOYMENT COMPOSITION

Because of a rather low turnover on the college faculty, increased recruiting efforts and other guidelines as outlined by the College's revised Affirmative Action Policy have been able to recruit few minority members for new openings and vacancies on the faculty. The overall ratio of the faculty is favorable with 13 female to 14 male members or approximately 48% female. Of the faculty, one black male, one black female, one hispanic male and one hispanic female represented. The composition of the remaining administrative and staff personnel is much more favorable with the overall ratio of 25 male to 42 female members. The minority representation is approximately 18% of this group.

In accordance with its revised Affirmative Action Policy, the college actively recruits female and minority candidates for its vacancies and openings. In addition, the Affirmative Action Plan encourages in-service training and promotion from within to the extent that internal candidates are qualified to fill existing vacancies.

ADMINISTRATIVE COORDINATION

The Affirmative Action Committee, consisting of representatives from the entire college community constantly monitors the provisions of the Affirmative Action Policy and the resultant workforce utilization attainments. The result has been an Affirmative Action Policy incorporating yearly updated workforce utilization and projected recruiting objectives. The committee continues to review the recruiting efforts and employment of the college to insure that minority members are actively encouraged and recruited for positions at the college.

PROGRAM COOPERATION

Whenever vacancies occur on the faculty or staff, the College seeks to encourage minority applicants by communicating with other institutions as to the availability of qualified candidates.

SIXTH MID-YEAR DESEGREGATION STATUS REPORT
COMMUNITY COLLEGE OF BALTIMORE
April 30, 1980

The Community College of Baltimore is a public, comprehensive, two campus, multi-racial, and multi-ethnic urban community college. It is an open door institution offering day, evening and summer programs granting college level certificates and the Associate in Arts degree. The College has two inner city locations that attract large numbers of black and white students with less than moderate family incomes. We offer reduced tuition fees and seek to foster an atmosphere which promotes excellence in student performance at every level of progress.

I. STUDENT COMPOSITION

A. Narrative Profile of Student Body

By the end of September, 1979 registration period, the College had enrolled 8,278 students; 2,984 at the Harbor Campus and 5,294 at the Liberty Campus. There were 3,663 (44%) full-time students and 4,615 (56%) part-time students. The full-time/part-time ratio increased by 1% over last fall's enrollment. CCB's percentage of full-time students compares favorably with the 32% full-time rate for all community colleges in the State of Maryland.

Sixty-seven percent of the student body was female. The racial breakdown for all students was 77% black, 18% white, and 5% other, including foreign students. Eighty-one percent of the full-time students were black, while only 13% were white. White students attended the College on a part-time basis at more than one and one half times (22%) the rate for white full time students. Both divisions of the Liberty Campus enrolled 5% more females than the College average while the Harbor Campus Day enrolled 7% more males and the Harbor Campus Division of Continuing Education enrolled

10% more males than the average. Eighty-one percent of the students in both Day Divisions were black while approximately 70% of the Division of Continuing Education students were black.

Total College enrollment for the fall of 1979, was .3% (25 students) above the fall, 1978 total. Enrollment at the Liberty Campus declined about the same proportion that it increased at the Harbor Campus. The greatest growth occurred in the Division of Continuing Education at the Harbor Campus where there was a gain of 308 students. In comparison with fall, 1978, enrollment in one curriculum remained unchanged, 31 curricula experienced a decrease in students while 24 programs registered an increase in enrollment.

Significant enrollment growth (20% or greater) occurred in the following curricula: Automotive Technology, Dental Assistant, Dental Laboratory Technology, Fire Protection Technology, Highway Design, Law Enforcement, Operating Room Technology, and Plant Engineering Technology. Among curricula with lower enrollment, a significant decline was exhibited in Construction Technology, Engineering, Gerontology and Government Service Assistant.

From fall of 1977 to fall of 1979, enrollment within the academic divisions, College-wide, has remained quite steady with generally insignificant variation if any.

The majority (88.8%) of the College's total enrollment lives in Baltimore City. Over 7% of the students resided in Maryland counties with Baltimore County accounting for 4.4% of the total. Approximately 3.6% of the students came from other states or nations. As compared with fall of 1978, there was a 1.5% increase in Maryland County residents attending the College and a 2% increase in the other state or nation residents in attendance. This increase, however was offset by a decrease in the percentage of Baltimore

City residents.

The Community College of Baltimore continues to follow the national pattern for community colleges by enrolling "older" students. The median age for all CCB students was 25 years in the fall of 1979. In the Day Division of Continuing Education, it was 28 years. Only 10% of the students were age 18 or younger.

B. "Other-Race" Recruitment Efforts

It is important to note that since about 77% of our student body is black, white students might be regarded as the "minority" or "other race" at the Community College of Baltimore. With Baltimore City having a black population of approximately 60% extraordinary efforts must be and are being made, to increase the number of white students in order to achieve a better student-mix than is now the case.

Unlike other community colleges in Maryland, where the thrust of their affirmative action programs is the recruitment of black students, we at CCB, are wrestling with the problem of attracting white students. We have been centering some of our techniques and information dispersion on reflecting more intelligently the many programs and philosophical orientations which might tend to attract qualified white college prospects.

Our recruiters emphasize the positive qualities of CCB when they speak to groups of students and counselors in our City high schools. We conceptualize those ideas inherent in the minds of many white students and address them on that basis. We also seek to make clear the virtues of studying in a biracial setting.

The Community College of Baltimore also views the handicapped as a minority group whose needs are sometimes overlooked by society. To insure that they are included in the growth and development of the College we have developed their program along with our affirmative action efforts.

We have an exchange program with the Kennedy Institute. There our students are trained to help the handicapped. We have had remarkable success with this program, in that some of our handicapped students are enrolling to learn the skills of teaching their peers.

We have also instituted a Displaced Homemakers Program to renew the skills of women who have been out of the job market for some time. This allows them easier entry back into that market. These courses are offered at reduced fees and older adults are given these and all courses on a tuition free basis.

Our Middle College Program is composed of students of mixed nationality and sex. This program offers completion of the GED to academically and/or culturally deprived students, who would not have otherwise been admitted. These students then enroll in CCB's career curricula as part of the program.

Our Television Studies Program offers the opportunity for academic enhancement to students who are confined to their homes and otherwise unable to attend.

In addition to the above mentioned programs, our efforts to attract white students are buttressed by a strong public information program. This public information program, our school newspaper and the mass media continues to emphasize the advantages of learning in an atmosphere where people of all races, religions and social and economic status meet and work.

C. Retention Rates

The retention and successful degree completion of our students is placed high on the list of priorities at the Community College of Baltimore. In this effort we do not delineate between minority and non-minority students, but make an overall endeavor to supply each of our students with opportunities and advantages which facilitate successful degree completion and ultimately, adequate preparation to enter the highly competitive job market in the Baltimore area.

The most recent example of our commitment to this end will be the opening of a Day Care Center on our Liberty Campus. This will serve the pre-school children of our students. We have found that there are many causes for withdrawal from school, not the least of which being a students concern for the care of his or her pre-school child. We feel that this will be very helpful to our students facing this dilemma.

Additionally, we have our long standing programs which operate to strengthen the weak areas of our students academic preparation. For many times the frustration caused by these weaknesses causes students to lose interest and not develop their potentials to the fullest degree. Our tutoring program continues to meet the needs of our students and the College's remedial course offerings have grown to be equally as important. We have increased our academic advisement staff and made guidance counselors more accessible to the student.

The retention rate for the entire College in terms of numbers was 60.0%. This rate represented a decline of 16.4 percentage points from the spring, 1979 rate of 76.9%. Part of the difference in the retention rates between the fall and spring semesters represents the number of students who graduated in June, 1979. When an adjustment is made for spring 1979 graduates, the retention rate decline for fall is 9.7%. A comparison of retention rates between fall 1978 and fall 1979 indicated a .4% increase in the current year.

II. FINANCIAL AID AVAILABILITY

A. The philosophy of the Community College of Baltimore's Financial Aid Office is congruous with the philosophy of CCB's concept of providing an "open door" admissions policy. The Financial Aid Office is committed and dedicated to assisting the financially needy student in obtaining an opportunity for a higher education. In terms of dollars, the Community College of Baltimore has the largest community college financial aid program in Maryland and is one of the largest financial aid programs in the country.

Programs of Financial Aid at the College are allocated through three major arteries. Grants and scholarships account for the largest amount of monetary awards and Loan Programs and Employment Programs complete the " award packages". The sources of these awards are many. Some are sponsored by the federal government, others by states, localities, business organizations, individual associations, and other private donors.

The College establishes realistic student budgets and makes every effort to meet its commitment. But in the recent times of fiscal restraint, funding is insufficient to meet the total need of all students. In keeping with our priorities, we meet the full need of our dependent students, and establish a figure in relation to our institutional allocation for independent students. Groups with special circumstances (single parents, disabled, welfare, certain high cost curricula, etc.) are given special consideration, for we are cognizant that individual circumstances warrant specific attention.

As an institution with community responsibilities, the College gives equal priority to full-time and part-time students. We do this while recognizing that part-time students are likely to have a lower average need than full-time students; and they may not receive aid from the campus based programs, thus we attempt to compensate.

B. Efforts to Find New Sources

Though our tuition rates are low in comparison to those of other colleges, and our federal financial aid program quite large, the College is seeking additional avenues of financial help for students. In the furtherance of this effort, the College has contacted numerous businesses in the Baltimore area asking them to establish a scholarship, naming their company as benefactor. Additionally, there are a number of four-year colleges which are consistent recipients of our graduates. Therefore, we have asked the Presidents of these institutions to establish scholarships for one graduate per year, who choses to attend their colleges. The Scholarship Committee has established an Emergency Loan Fund to assist our students in meeting unforeseen monetary crisis.

C. "Other Race Grants"

These are earmarked for desegregation aid to state colleges and consequently not available for our use. We have asked the City Council to supplement this lack of funding with aid based on some of the same criteria and the financial need of the individual.

III. EMPLOYMENT COMPOSITION

A. Full-Time Faculty, Administrative and Other Positions

The original major goals of the College for the years 1976-1980 were to continue to improve the proportion of the black faculty and chairpersons and to increase the number of women and black administrators. As of March 15, 1980, black faculty represented 26.8% of the total instructional staff as compared with 17.8% in 1976. The goal is 35%. With regard to black administrators, the College has met its goal of 35%. As of March, 1980, the rate was 35.3% as compared with 29% in 1976. Since our goals were based upon a minimum attainment level, we will proceed to attract more black administrators consistent with our Affirmative Action Plan.

In 1979, other minority representation was added to our goals for full-time personnel. Additionally, our goals were expanded to include part-time staff. The College has set a goal to hire one additional other minority person for three employment categories: Administration, Other Professional, and Instructional staff. The other minority instructional person has been hired during the current year.

With regard to women administrators, we are beginning to make progress toward reaching our goal in this area. There has been an increase in numbers, from five to nine female administrators, while the percentage rate has gone from 16.1% in 1976 to 26.5% in March, 1980. The College will continue its efforts to improve the situation to reach its 35% goal. The College has five black and one other minority Chairperson compared with one in 1976.

1. Other Professional Personnel

There is good racial balance in the other professional category. Our objective has been to increase the percentage of black persons who are working in the library. This percentage has risen from 0% in 1976 to 30% in 1980.

2. Classified Personnel

The racial composition in this area is presently 70% black as compared with 60% in 1976.

B. Progress Made to Improve Minority Representation

As a basic policy, recruitment is on the widest front in order to embrace applicants of different colors, creeds, ethnic backgrounds, ages and both sexes. In order to insure consistency, written criteria and procedures, are used in the recruitment and promotional process. However, we recognize the need for considering varied criteria in searching for and hiring faculty. In some cases for example, successful non-collegiate teaching and/or related work experience may be substituted for collegiate teaching experience. This is useful in increasing the number of black candidates in the faculty applicant pools, particularly when criteria for appointment specifically include collegiate, community college or specific academic training. To insure that the recruitment and promotion of persons conform to merit principles and the College Affirmative Action Program, the Deputy Vice President for Administrative Services and the Affirmative Action Officer or their designee participate in the total personnel process. These processes and criteria are updated as necessary.

The College has made significant strides in its efforts to improve minority representation among employees within job classifications. Three year action goals were established to insure that the College's minority representation exceeded the current national percentage. The goals have been met or surpassed for black administrators, female and black counselors, black librarians, female and black other professionals, female paraprofessionals, full-time black clerical workers, female and black permanent part-time clerical workers, black full-time skilled craft workers, female and black permanent part-time skilled craft workers, and female service/maintenance workers. The accomplishment of so many goals has been done during a difficult financial period and without rigid quotas. Our approach is to establish realistic goals and push towards them aggressively.

IV. Efforts to Insure Minority Representation on Policy Making Committees

It is the policy of the Community College of Baltimore to have representatives by race, sex, students and College community, represented on all College-wide committees as appropriate.

V. COOPERATIVE PROGRAM EFFORTS

A. Program cooperation with other institutions is an essential requirement to the successful functioning of any academic institution. The Community College of Baltimore maintains a number of cooperative efforts that continue to be beneficial to our students and to the institutions overall growth. Among them are:

1. An exchange program in which Morgan State University students take Commercial Art courses at CCB. An average of two students per semester take advantage of this opportunity.

2. University of Baltimore students take Mass Communication courses at CCB. (Tentative -- to be effective next fall semester).

3. Additionally we offer several internships, particularly in Mass Communications. This effort utilizes local radio and TV stations as job sites.

4. Life Manager Training Program

   This program affiliation is with the New Careers Division at the John F. Kennedy Institute of the Johns Hopkins Medical Institutes. The training of paraprofessional generalists for the occupation of Life Manager is the result of joint curriculum planning, credit granting, the exchange of staffing services, facilities, supplies, and equipment.

5. Police Academy

   All police academy recruits are enrolled for 15 credits of college courses taught at the academy as part of their entrance level service training. The department provides academic training, instructional staff, and periodic curriculum review as well as academic advisement.

6. Maryland State Department of Health and Mental Hygiene's Practical Nursing Program

   Since the early 1970's, the College has participated in a co-operative arrangement with the DHMH's Practical Nursing Program wherein special course sections in anatomy and physiology (BIO 111 and 112) and in Psychology (PSY 101 and 104) are scheduled for the practical nursing students. The purpose of this co-operative arrangement is to provide the students with course content required in practical nursing curriculum and, at the same time, enable them to earn college credits for potential career mobility. All orientation, registration and billing is done through the Health Sciences Division.

7. Sinai Hospital School of Respiratory Care

   For several years, the College has had a cooperative arrangement with the Sinai Hospital School of Respiratory Care which offers a one-year Respiratory Technician Program. In this arrangement, the Division of Health Sciences facilitates the placement and registration of students in selected sections of scheduled courses, such as Anatomy and Physiology (BIO 107 or BIO 111) and Chemistry (CHEM 101 or 103) so that students earn college credits for course content appropriate to their program. The purpose is to provide the potential for career mobility.

Midyear Desegregation Status Report
Dundalk Community College
1980

DESCRIPTION

Dundalk Community College belongs to the people whom it serves and who support it. Therefore, the College strives to be responsive to the individual and collective needs of its community. To achieve that response the College firmly believes that the community is our campus, and the citizenry is our student body.

The basic purpose of Dundalk Community College is to offer comprehensive programs which will help meet educational needs by preparing the students for participation and involvement in our society. We have an obligation to enrich the lives of each of our citizens, to raise the level of aspiration and accomplishment of the people whom we serve, and to promote the cultural development of the entire community. For this reason, Dundalk Community College must serve as a stimulus to learning and a source of service for the diverse needs and activities of all of our citizens.

The College has a deep and abiding faith in the worth and dignity of the individual student; therefore, we believe that each person must be free to develop and realize his or her own potential. The College is dedicated to the policy of providing meaningful educational opportunities that will encourage the youth and adults of the Dundalk community to enrich their lives and advance their careers.

The College operates with an open door admissions policy and offers an educational program which includes:

1. Career-oriented programs leading to the Associate in Arts degree designed to prepare individuals for employment, technical, and paraprofessional positions.

2. The freshman and sophomore years of university-paralleled courses leading to the Associate in Arts degree for those who plan to transfer to a baccalaureate program.

3. Educational opportunities for those who have specific needs or interests in higher education, but are not necessarily working for a degree.

4. A community services program offering short-term, non-credit courses, seminars, and workshops designed for the individual's personal, professional, and cultural enrichment.

To assist new students entering Dundalk Community College, an assessment is made of the student's reading, writing and mathematical skills.

Following this assessment, students meet with a counselor for program planning. Computerized career information services are available as an aid to career decision making. The College is equipped to provide instruction in a variety of ways. Self-paced laboratory instruction is offered in reading, writing, the social sciences, biology, and mathematics.

Students are encouraged to participate in the shared governance of the College. Presently, students have voting representatives on all major decision making councils and committees. Additionally, students plan and implement many of the social and cultural acitivities for Dundalk Community College.

STUDENT COMPOSITION

Race - This semester 90 percent of the student population is white. The total black population is 8 percent. The percentage of full-time black students is 16 percent. In the Dundalk area, the black population constitutes 5.6 percent of the population.

Age - The average age of our full-time students is 23. The average age of our part-time students is 31. Forty-six percent of our students are under the age of 26.

Sex - Enrollment statistics reflect that 58 percent of our students are female and 42 percent are male.

The admissions efforts of the College are focused in Baltimore County, especially in the Dundalk area. The College staff maintains regular contact with the local public and private high schools. The Director of Admissions coordinates recruitment efforts and maintains articulation with the other community colleges in any cooperative recruitment effort. The Admissions Office maintains liaison with the Public Relations Office to disseminate recruitment information to the local citizenry.

In addition, the faculty of the College conducts many community service programs off campus in all sections of the community. These programs serve as an out-reach of the institution into the community and manifest the tenet that the College is part of the community. Students can enter any phase of the campus activity program at any point during the year. Activities are organized to include both full- and part-time students. Members of the community are encouraged to participate in the many facets of campus life.

ADMINISTRATIVE COORDINATION

The College's Affirmative Action Plan was approved by the President and the staff in April 1978, and updated in February 1980. The plan establishes an Affirmative Action Committee to oversee policy development and plan revisions. It requires minority representation on all College Councils and Committees appointed by the Dean of Instruction. In addition, Division Chairpersons are required to encourage full participation of all minority faculty in decision making and leadership roles within each academic division. The approved plan also requires the administration of the College to establish specific results-oriented goals and timetables for the plan's implementation.

In compliance with the plan, a Personnel Officer was hired on a full-time basis and an Affirmative Action Officer on a part-time basis.

The Affirmative Action Committee had developed policies for the hiring of part-time faculty and a statement on institutional racism. It is now engaged in assisting in monitoring the progress of the various divisions in achieving the stated goals.

PROGRAM COOPERATION

The Power Engineering, Labor Studies, and Floristry Programs are regional programs, serving Baltimore County, Baltimore City, and the counties contiguous to Baltimore County. In addition, Dundalk Community College operates with Catonsville Community College and Essex Community College in offering two cooperative programs on the Dundalk campus: one in Criminal Justice and another in Data Processing. In addition, Dundalk currently offers Legal Assistant courses at Catonsville, and Real Estate courses at Essex Community College.

The College has offered a successful workshop on Retention Strategies and is currently seeking ways to provide increased programming for disadvantaged students. The College has also developed an articulation program with Coppin State College in Special Education.

FINANCIAL AID

Financial assistance is available to both financially dependent and financially independent students. The basic criterion for receiving financial assistance is need. A number of options for financial assistance are available to meet educational expenses. They include Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, on-campus part-time employment, State scholarships and grants, a limited number of community scholarships and federal loans. In addition, tuition payment deferments are available; students should make arrangements for these prior to registration. Guidelines have been developed by the College, State and federal agencies to govern the awarding of financial assistance. Awards are made to eligible students regardless of race with priority to the neediest applicants. All applicants must demonstrate financial need and academic capability.

With regard to the adequacy of these funds, the Basic Grant Program has supplemented education expenses of our students but has not completely met their need. Even with assistance from the other programs there are still students with financial needs at Dundalk Community College. These students can apply for Guaranteed Student Loans through their banks if they so desire.

The following is a profile according to racial composition of the students who received federal financial aid as of March 1980, for the academic year 1979-1980.

Type of Award	Black	White	Other	Total
Basic Educational Opportunity Grant	131	329	4	464
Supplemental Educational Opportunity Grant	36	78	2	116
College Work-Study and College Student Assistance	46	112	2	160
Guaranteed Student Loans	7	16	0	23

EMPLOYMENT COMPOSITION

The following information on employees is taken from the HEGIS Form submitted to the State Board of Higher Education in November, 1979. Dundalk Community College has a total of 270 employees, of these employees 25 or 9.2 percent are black. There was a total of 159 full-time employees of which 17 are Black, 4 Asian, 1 Indian, and 2 Hispanic. Of the 111 part-time employees, 8 are black.

Announcements of all available professional positions are regularly sent to the Deans of colleges and universities in the area which have predominantly black student bodies, including the Community College of Baltimore, Coppin, Morgan and Howard University. These positions are also advertised in newspapers which reach a black readership, including the Baltimore Sun, the Washington Post and the Chronicle of Higher Education.

Our most recent update of our Affirmative Action Report utilizing the latest availability data produces the following hiring goals for the

Midyear Desegregation Status Report
Dundalk Community College
1980

College at the present time:

1. Executive/Administrative: 1 black male, 1 black female, 1 non-minority female
2. Professional: 1 minority male, 1 minority female
3. Paraprofessional/Technical: 1 minority female
4. Skilled Crafts: 1 minority male, 1 female
5. Office and Clerical: 2 minority males, 3 minority females
6. Faculty: 2 minority females, 2 minority males, 1 non-minority female
7. Service Maintenance: 1 minority male, 4 non-minority female.

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FIFTH MID-YEAR DESEGREGATION STATUS REPORT

ESSEX COMMUNITY COLLEGE

1980

Essex Community College continues to be a two-year co-educational institution offering classes throughout the year for both part-time and full-time students. Courses are scheduled day and evening during the week and on weekends at the campus and at Neighborhood College Center locations.

Essex Community College clearly states at the beginning of its publicly circulated catalogue that no person shall, on the basis of race, color, sex, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity of this institution. To further this over-all opportunity for self-advancement, the College functions as a cultural center for the community and thus provides a source of enrichment for its citizens and a stimulus for raising their levels of aspiration and accomplishment. Essex Community College believes that one of the primary responsibilities of a democracy is to provide for the education of the individual citizen to his maximum ability. Because the local community is the center of American life, the community must always have a direct concern for the self-realization of its citizens. The accomplishment of this objective is a major concern of the community college. Therefore, to maximize their chances of success, Essex Community College maintains an open door to all citizens of the community which it serves who may profit from attending.

STUDENT COMPOSITION

The 1979-80 Essex Community College enrollment of 9,373 students reflects a 4% decrease over the previous year 1978-79. Of this 9,373 student enrollment, 2,480 are full-time and 6,893 are part-time. The distribution of men and women breaks down to 41% and 59% respectively. 71% of the students enrolled are 20 years of age or older. 87% of the students are residents of Baltimore County.

The continual comparison statistical reports over the past 12 years reflect a larger portion of the student body pursuing a part-time program. Women enrollment continues to be on the upgrade.

The minority student enrollment continues to increase at Essex Community College. This enrollment encompasses between 8% to 9% of the student body. In 1974 the enrollment of minorities was 2.9%; thus we have an increase of 5.1% this year and over the past five years have fluctuated from 2.2% to 8% student minority enrollment. We continue to be proud of this increase considering the community that Essex Community College serves it composed of approximately 5% minority citizens.

Essex Community College continues to actively recruit minority students through cooperative programs with its sister colleges, Catonsville and Dundalk. The main thrust, though, is through the high school recruitment program where a representative from the admissions office visits local high schools once a month and works closely with the students and counselors.

The College is more than concerned about not only making itself accessible to all members of the community but in providing a meaningful learning experience as well. The counseling staff at Essex is available to provide a broad range of services ranging from personal counseling and diagnostic evaluation to a well-established, comprehensive reading and study skills program.

Essex Community College strives for the continued encouragement of minority students to participate in campus activities ranging from intercollegiate athletics to the Black Student Union. The BSU has upgraded and increased its variety of activities during the year with its continued aims of promoting black awareness on campus and within the community.

FINANCIAL AID

The Financial Aid Office at Essex Community College administers federal, state, and institutional programs and strives to assist students financially in completing their educational objectives at the College.

Essex participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participating colleges in CSS subscribe to the principle that the amount of financial aid granted a student should be based on financial need.

The philosophy of the Financial Aid Office is to provide a "package" of financial assistance for the express purpose of helping a student meet educationally related expenses. The specific "package" offered any student is contingent upon the availability of funds and the student's demonstrated financial need. Financial need represents the difference between the cost of attendance and the amount of resources available to the student.

The entire financial aid program has grown at a rate that exceeds that of the enrollment growth of the College. The present and projected total level of funding of the financial aid programs will be adequate to meet the needs of our students through fiscal year 1981.

For the minority distribution see Appendix (A) following this report.

EMPLOYMENT COMPOSITION

The Faculty of Essex Community College has a racial composition that incorporates 3 Black and 2 Asians among its 199 members. The Administration has 2 Black members and the Classified Personnel of the College has a representation of 9 Black personnel among its 245 employees, with an additional 1 Asian.

Essex has been operating under a firm endorsement by the Administration of an active Affirmative Action Plan. Every effort has been made to openly recruit by advertising all positions of employment at the College. With a new revision and issue of job descriptions and the standardization of all testing in each employment position we hope that our added efforts will begin to encourage more blacks and minorities to seek employment at this institution. We are most aware favorable conditions to attract minorities must exist at the College and have reviewed and revised our efforts with vigor.

Additionally, newly instituted evaluation forms and promotional incentives have encouraged our Classified employees to pursue upward mobility programs that are under the direction of the Office of Personnel Services at Essex Community College.

ADMINISTRATION COORDINATION

The Administration of Essex Community College firmly supports the Affirmative Action Plan, the Office of Personnel efforts and the general campus attitudes that Essex can improve its racial and other minority representation and has endorsed all of the efforts made by providing personal support and funding to continue the programs the College has instituted.

The Administration has made a positive effort to assure that what racial and minority members that are part of our employment composition are active in our policy making decisions, as well as their recognition of female representation.

PROGRAM COOPERATION

Essex Community College is one of the three Baltimore County Community Colleges. All the efforts of this report are equally supported and participated in by its sister colleges of Catonsville and Dundalk. The Board of Trustees governs the three institutions and encourages each and all in its efforts to encourage race and minority representation in each segment of the College population.

SIXTH MID-YEAR DESEGREGATION STATUS REPORT

Frederick Community College

1980

Introduction

Co-educational, public, comprehensive community college including two-year degree and certificate programs in Arts and Sciences, Business Administration, Business Management, Data Processing, Dental Assisting, Nursing Education, Teacher Education, Secretarial Science, Electronics Technology, Park Operation and Management, and Aircraft Maintenance.

Fifty-eight full-time faculty and professional staff members serviced 1,810 students enrolled in credit courses. An additional 5,000 enrollees of all ages were serviced in non-credit short-term continuing education courses.

Student Composition

Student enrollment in credit courses at Frederick Community College has increased from 1,089 in the Fall of 1972 to 1,810 in the Fall of 1979, an increase of 66%. With few exceptions, students reside in Frederick County, and the mean age of the student population is 24. During the Fall of 1979, 111 students enrolled are classified as American Indian, Negro, Oriental and Spanish surnamed, or 6.1% of the total enrollment.

The College is, and has engaged in, a comprehensive plan to recruit students.

*Students in grades 8-12 are bused to the campus for recruiting purposes on a regular schedule.

*College recruiting teams made up of faculty-counselors-admissions officers visit local high schools on a regular schedule.

*A systematic and extensive program of public information and advertisement is pursued each year.

Black Student Enrollment

Year	No.	% Student Population	% Increase - (Decrease)
1972-73	55	5.1	
1973-74	64	5.1	16.4
1974-75	74	5.1	15.6
1975-76	94	6.0	28.8
1976-77	101	5.5	7.5
1977-78	89	4.0	(11.0)
1978-79	64	3.7	(28.0)
1979-80	88	4.8	37.5

The College is well aware of its obligations to serve the disadvantaged. Progress has been achieved by a comprehensive recruitment program and will be supplemented by a special effort to establish a Developmental Student Program with federal funding under the Special Services for Disadvantaged Students Program.

During the past five years, the total County population increased by 15%, while the black population percentage remained constant. The enrollment of black students at Frederick Community College has increased 38% over the past year, (from 64 to 88).

Financial Aid

An analysis of financial aid provided to disadvantaged students from 1976 through 1980 reveals a 32% increase.

The following is a breakdown by each fiscal year:

	1976-77		1977-78		1978-79		1979-80	
INCOME LEVEL	# AIDED	AMOUNT	# AIDED	AMOUNT	# AIDED	AMOUNT	#AIDED	AMOUNT
$0 - $2,999	29	$30,771	22	$33,857	24	$37,494	34	$40,821
$3,000 - $5,999	20	17,175	18	13,371	18	21,249	31	23,201
$6,000 - $7,499	11	8,018	8	6,120	9	10,297	10	7,680
$7,500 - $8,999	9	6,583	13	9,578	11	10,034	11	10,882
	69	$62,547	61	$62,926	62	$79,074	86	$82,584

Employment Composition

The College employs a total of 103. Of this group 58 are professional faculty and staff members, and 45 are supportive personnel. This work force is supplemented by a number of part-time personnel.

The full-time staff includes one black administrator and two oriental faculty members. The supportive staff membership includes two blacks and one Spanish-American (sources: SBHE Form E-1, Fall, 1979).

The College has developed and adopted an affirmative action plan which provides a detailed description of actions taken to insure equal employment opportunities at the College.

Administrative Coordination

The administration of Frederick Community College strongly supports the goals of the affirmative action plan. Every effort has been made to encourage more blacks and other minorities to seek employment at Frederick Community College.

SIXTH MIDYEAR DESEGREGATION STATUS REPORT

GARRETT COMMUNITY COLLEGE

1980

Garrett Community College is a comprehensive and community-oriented college located adjacent to Deep Creek Lake in McHenry, Maryland. Admission is granted without regard to race, creed, color, sex, age or national origin. The College opened in the Fall of 1971. It is accredited by the Maryland State Department of Education and the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. Garrett County is a rural, low socio-economic and Appalachian area. The county has a population approximating 25,000 with a proportion of non-caucasians of less than one percent.

STUDENT COMPOSITION

Our Fall 1979 enrollments included 336 full-time and 331 part-time students. This enrollment was greater than that of 1978. Fifty-five percent (55%) of our students are male. Fifty-two percent (52%) are freshmen. Eighty percent (80%) of our students reside in Garrett County; sixteen percent (16%) came from other counties in Maryland and the remaining four percent (4%) came from New Jersey, Pennsylvania and West Virginia. Our black enrollments have included one in 1976, three in 1977, five in 1978 and twelve in 1979. Five are sophomores, with two persisting from 1978.

Our recruitment actions, including advertising, high school visitations, participation in college fairs, emphasize equal opportunity for all applicants. As we continue to recruit and enroll minority students, they are, and will be encouraged to participate in any and all campus activities.

FINANCIAL AID

Garrett Community College participates in the Federal grants, college work-study and loan programs. Additional aid is available from state and local agency sponsored scholarships. Fifty-six percent (56%) of our full-time students receive financial aid. An average award approximates $1,400. Our annual allocation of student aid funds has been adequate to meet the needs of students qualifying for aid. Ten of the twelve non-caucasian students now enrolled each receive student financial aid, averaging $2,291 for each student.

EMPLOYMENT COMPOSITION

The college employs sixty-eight (68) full-time faculty, staff and non-professionals and twenty-nine (29) part-time faculty and staff, all of whom are caucasian.

Professional and faculty recruitment is nationwide. Six percent (6%) of applicants for six professional positions this year were in minority groups including Black, Spanish surnamed, Hispanic American or American Indian. None was sufficiently qualified to employ against the vacancies being filled.

Support staff recruitment is countywide. A fifty mile radius is covered. Four position vacancies were advertised for which forty-eight (48) persons responded and filed affirmative action sheets. None of the applicants indicated a minority status.

Our recruitment efforts stress equal employment opportunity and affirmative action.

ADMINISTRATIVE COORDINATION

The Garrett Community College administration strongly supports the goals of the affirmative action plan. One person, designated as the Personnel/Affirmative Action Officer, coordinates the efforts of the college in terms of recruitment, selection and conditions of employment.

All Garrett Community College employees do participate in policy making processes where those policies are of concern to them. The college has published grievance procedures by which college employees may seek relief in cases of alleged discrimination. Our faculty and personnel policy manuals were developed with input and approval by all employees.

PROGRAM COOPERATION

The Garrett Community College staff has understanding of, and cooperates with, desegregation programs of other institutions in this region.

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SIXTH MID-YEAR DESEGREGATION STATUS REPORT
HAGERSTOWN JUNIOR COLLEGE
1980

Hagerstown Junior College is a community-oriented public two-year college which acts upon the belief that all who seek further education should have this opportunity. Hagerstown Junior College is designed to satisfy the needs of people to be served by: (1) developing the skills and basic intellectual qualities in them for further education and occupational competence; (2) expanding their knowledge about themselves and the world in which they exist; (3) providing them with the opportunity to pursue cultural and intellectual interests; (4) encouraging them to think logically and critically; (5) aiding them in the realistic appraisal and fulfillment of their goals, abilities, and achievements; and (6) fostering an awareness of their obligations in a democratic society.

Hagerstown Junior College endeavors to serve the educational needs of the community by performing these educational functions:

General Education -- providing for all students additional general education background and experience in conjunction with study required for the continuance of formal education or the direct pursuit of a career field.

Transfer Programs -- offering a variety of two-year curricula which parallel the first two years at a four-year college or university.

Career-Oriented Programs -- making available curricula which prepare the individual for immediate employment in technical and business fields at the semi-professional level.

Developmental Education -- offering courses to reinforce academic skills and strengthen the transition into transfer and career programs by special studies, a Reading and Study Skills Center, and substantial assistance from counseling, motivational attitude training, and placement service.

Continuing Education -- providing courses that make it possible for interested individuals to acquire new skills, to explore new interests, to upgrade existing talents, or to expand cultural horizons.

Counseling -- making available the testing, guidance and counseling services that will assist the student in becoming aware of his potentialities and interests, as well as his limitations.

In the area of degree-credit education, Hagerstown Junior College currently offers eight transfer curricula (with options) and thirteen career-oriented curricula (with options) leading to the Associate in Arts degree. The transfer curricula are in Arts Sequence, Business Administration, Communications, Engineering, General Studies, Mathematics, Science (with Biology, Chemistry, and Physics options), and Teacher Education. Career-oriented curricula include Accounting and Business, Administration of

Justice (with a Correctional Services and Police Services option), Data Processing, Early Childhood Instructional Aide, Electrical Engineering Technology, Mechanical Engineering Technology, Hospitality (including a Hotel-Motel option), Human Services Technology, Management, Merchandising, Nursing, Radiologic Technology, and Executive Secretarial. In addition, five certificate programs are offered: Administration of Justice -- Correctional Services or Police Services, Paramedic, Professional Clerk-Typist, and Secretarial Administration.

In the area of community services, the College plans, promotes, conducts and evaluates the following activities: non-credit courses; credit courses especially designed and scheduled for adults; conferences, institutes, and workshops; cultural activities; health and recreational programs; manpower training programs; special events and activities; and programs offered in cooperation with state and local agencies, civic organizations, business and industry, and other colleges and universities.

Student Composition

In the fall of 1979, degree-credit enrollment at Hagerstown Junior College consisted of 1,002 men and 1,139 women for a total headcount of 2,141. Of this total, 878 were enrolled on a full-time basis and 1,263 on a part-time basis. Of this degree-credit enrollment, 1,951 (91.1%) were white and 190 (8.9%) were non-white; this reflects a change from the fall of 1970 when 1,305 (98.6%) were white and 19 (1.4%) were non-white. Some of the trends in student enrollment over the last few years which are evident includes:

1. An increase in the number and percentage of female students -- Fall 1970 was 62.2% male and 37.4% female while Fall 1979 was 47% male and 53% female.

2. An increase in the number and percentage of part-time students enrolled -- Fall 1970 showed 64.3% full-time and 35.7% part-time while Fall 1979 shows 41% full-time and 59% part-time.

3. An increase in the average age of students enrolled (because of the increased number of part-timers) -- the average age in Fall 1979 was 27.6; and

4. An increase in the number and percentage of students enrolled in career programs -- Fall 1970 had 71.4% transfer and 28.6% career while Fall 1979 had 38% transfer, 48% career and 14% special.

Currently, approximately 85% of Hagerstown Junior College students come from Washington County, 3% from other Maryland counties, and 12% from out of state. Most of these students are first-generation college students and approximately half of the full-time students work while they are attending college.

Minority students and alumni are used in high school visitations to recruit minority students to enroll at Hagerstown Junior College. In addition, minority recruiters are invited from four-year colleges and universities to come to the campus to recruit HJC graduates. Also, there has been an increased use of minority pictures in recruitment literature and addition of black literature courses in both credit and non-credit offerings. The Community Services portion of the College has offered courses in the predominantly black area of Hagerstown. Further, HJC has both credit and non-credit cooperative programs with two predominantly black local correctional institutions -- Maryland Correctional Institute and Maryland Correctional Training Center.

In an effort to retain students, HJC offers developmental education courses in Reading, Mathematics, and English and has a Reading and Study Skills Center to provide special assistance. There has also been an increased counseling effort to help retain minorities. Although a comprehensive attrition/retention study has been done at the College, it does not differentiate racially and thus there is no available information on minority retention rates.

All HJC students are welcomed and encouraged to participate in student activities but a specific effort is made to have minority performers in cultural programs (both individual and groups), dance bands that would be more attractive to minorities, and movies which are minority-oriented.

Financial Aid

The purpose of the Financial Aid Office at Hagerstown Junior College is to help every applicant regardless of race, sex, religion, age, or origin to meet their financial needs for education through a sound program of administering sufficient funds, an effective counseling service on financial matters, and general help in college budgeting. Hagerstown Junior College is participating in the Basic Educational Opportunity Grant, Supplemental Educational Opportunity Grant, College Work Study Program, Natioanl Direct Student Loan, Nursing Scholarships, Law Enforcement Education Program, Senatorial Scholarships, Hagerstown Junior College Foundation, Hagerstown Junior College Scholarships, Hagerstown Junior College Loans, and various community scholarships. No eligible students have been denied financial aid for the 1979-80 academic year.

The minority student population at Hagerstown Junior College is 8.9% of the total student population; 36.8% the funds allocated for financial aid are being received by minority students this 1979-80 academic year.

Employment Composition

In the Fall of 1979, Hagerstown Junior College employed on a full-time professional basis 78 white staff and 2 non-white, and on the classified staff, 52 white staff members. In the part-time degree-credit instructional staff, there were 61 white lecturers and 2 non-white. In the Community Services non-credit teaching staff, there were 120 white lecturers.

Hagerstown Junior College has made consistent and positive recruitment efforts for other race faculty and administrative staff whenever openings occur. Included in these efforts are advertising in most major newspapers and leading black newspapers (such as the Afro-American newspapers), Affirmative Action Register, and Chronicle of Higher Education. In addition, direct contacts are made with the placement offices of the major black universities which might supply minority applicants. Documentation is maintained at the College in order to monitor the results of these recruitment efforts.

Administrative Coordination

Members of the College community are provided the opportunity and are encouraged to serve on various College policy-recommending committees -- this includes faculty, administrators, classified staff, and students.

Program Cooperation

Hagerstown Junior College is currently involved in cooperative program efforts with the Maryland Correctional Training Center. Included is a college program for inmates at MCTC as well as an opportunity for certain inmates to attend courses on campus. Also included is a provision for MCTC correctional officers to attend HJC courses either at the institution or on campus. Other cooperative program efforts exist with Fort Ritchie, Hagerstown Business College, Maryland College of the Air, The University of Baltimore, Frostburg State College, Johns Hopkins University, Capitol Institute of Technology, Hood College, and Western Maryland College.

SIXTH ANNUAL MIDYEAR DESEGREGATION STATUS REPORT

1980

HARFORD COMMUNITY COLLEGE

DESCRIPTION

Harford Community College is a comprehensive two-year co-educational college with a goal of assisting the student in bringing about positive change in his/her life situation. Philosophically, the College is committed to extending educational opportunities at the immediate post-high school level by providing low-cost, high quality education within commuting distance of all citizens in the County, and by offering broad and flexible programs of study such as: general education, college or university transfer programs, career education, continuing education, and student development and services.

The College has grown from 119 students and 3 full-time faculty members in 1957 to 80 full-time faculty members and 160 part-time faculty in 1979, to serve over 10,000 credit and continuing education students. The College occupies a 204-acre site in Harford County on Thomas Run Road, three miles east of Bel Air, and 30 miles north of Baltimore, Maryland. The campus includes a handsome stone mansion built in 1808, which houses the administrative offices, a modern Vocational-Technical Center, 12 additional buildings including a Child Care Center, an Observatory, and a $2.5 million Learning Resources Center.

Harford Community College is fully accredited by both the Middle States Association of Colleges and Secondary Schools and the Maryland State Department of Education, and holds membership in numerous national, regional, state and local professional associations.

STUDENT COMPOSITION

The proportion of part-time students has risen dramatically during the past decade. In 1969, 47 percent of our students were part-time. By the fall of 1979, this figure had risen to 69 percent. The number of women attending part-time comprise 60 percent of the enrollment. The proportion of men attending full-time (44%) and women attending full-time (56%) has remained fairly constant.

The average age of our student is also rising. In 1969, only 19 percent of our students were 26 or older, while in fall of 1979, this proportion had more than doubled, with 48 percent being 26 or older. The growth of the College among part-time students has assisted in this upward motion. Among full-time students, 77 percent are 20 or below, while among part-time students, 84 percent are 21 or above.

While single persons constituted almost seventy percent of the students in 1969, in 1979, single students comprised only 42 percent of the enrollment. The major increase was among students attending full-time where 86 percent are married. There has been a definite decrease over the past ten years of persons who are divorced, separated, and widowed.

The change in racial composition has not changed significantly. Minority persons constituted 8.4 percent of the population of Harford County in 1970. In the fall of 1979, minority enrollment constituted 10 percent of the student body.

Extent of employment among part-time students has been fairly stable during the past five years. The majority work 40 hours or more per week. Among full-time students approximately thirty-five percent were employed. This is understandable since full-time students take on a greater work load during the fall semester.

There is no specific retention program at Harford Community College. However, retaining students is a real concern of the College and has resulted in the following specific special courses aimed at improving specific skills:

- Reading and Study Skills Laboratory
- Mathematics Laboratory
- Career Decision Making Course
- Dynamics of Human Interaction
- Human Potential Seminar
- Pre-Nursing Seminar
- Modification of Basic English Composition Course
- Pre-Chemistry Course
- Math for Nurses

Students are encouraged, but not required, to take these courses as needed. The intention is that the chances of the student's academic success is improved by these courses and their retention is more likely.

FINANCIAL AID

Harford Community College participates in all the federal programs (Basic Grant, Supplemental Grant, National Direct Loan, Nursing Scholarship and Loan, Work Study). There is no financial aid earmarked for any minority group because it is in violation of Titles VI and IX. However, it is not necessary because the Basic Grant Program is an entitlement and if the student demonstrates need, the funds are available. Students who indicate an interest are counseled in an interview situation and in group sessions in the community on the availability of aid from federal, state and local resources. In the case of racial minorities, statistics reveal that black students receiving financial aid at Harford are of a higher percentage than the other minority students.

EMPLOYMENT COMPOSITION

Harford Community College's full-time teaching faculty includes forty-eight males and thirty-two females with one percent racial minority representation. The administrative staff includes eighteen males and three females. The full-time classified staff reflects six percent minority representation which includes thirty-three males and seventy-nine females.

All open faculty and administrative positions are advertised in several newspapers such as the Baltimore Sun and New York Times, The Chronicle of Higher Education, two Black newspapers, two Spanish-language newspapers, and/or in one Indian newspaper.

It is the policy of Harford Community College not to discriminate on the basis of national origin, race, or sex in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments. These efforts will continue in the future and are monitored by members of the Affirmative Action Plan of Harford Community College. Currently, at least two members of the Committee read the Applicant Status Report submitted to the Committee Chairperson each time a position is filled to determine if any violations of the guidelines occurred.

Further, educational seminars have been held for those hiring and more are planned for all persons on campus who hire. The Affirmative Action Plan is being translated into measurable guidelines to further this effort. To date, full cooperation has been forthcoming from all areas of the College community.

Lack of funds and staff have prevented Harford Community College from developing a formal on-going in-service training program. However, full-time employees are encouraged to take advantage of the tuition waiver offered by the State to participate in courses offered by the College. In some cases, employees are allowed to take courses during working hours if the course is job related and the released time is made up.

ADMINISTRATIVE COORDINATION

Most committees that require classified representation are appointed committees. The administration insures minority representation. On elected committees, minority representation has been consistently made available.

PROGRAM COOPERATION

Both our Affirmative Action Committee and our EEO Officer have participated in cooperative workshops presented for the purpose of disseminating information related to these areas. We have also cooperated with other institutions in a job-posting, job-advertising project. This is being refined and formalized into a job bank within the State of Maryland.

SIXTH MID-YEAR DESEGREGATION STATUS REPORT
HOWARD COMMUNITY COLLEGE
1980

Introduction

Howard Community College continues to recognize that its mission is to serve the postsecondary educational and cultural needs of the local community. The College believes that no organization, community, or nation -- especially a democratic one -- can function at maximum effectiveness unless the involved individuals are knowledgeable and possess the requisite skills to assist them to become contributing members of a community.

The College continues to recognize the importance of the growth of the individual (regardless of age, creed, race, sex, or handicapped condition) and believes that through its educational offerings, the student should be assisted in developing intellectual curiosity, independent judgment and critical thought. As a result of his/her interaction with a diverse faculty and student body, the student should be more aware of individual differences, and, therefore, more tolerant and capable in his/her dealings with other human beings. Furthermore, during the student's courses of study, he/she should be assisted in acquiring methods of obtaining knowledge and solving future problems as part of the lifelong process of learning.

In implementing its philosophy, the College utilizes the systematic approach to instruction, employing measurable objectives in all courses. Many learning programs are self-paced and individualized, allowing students to progress at their own rates. The College has instituted a non-punitive grading system which allows students with unique learning rates to utilize more than one semester in completing a course. It further offers developmental reading, writing, and mathematics programs which allow academically disadvantaged to overcome deficiencies.

Student Composition

A. Narrative Profile

Data on student composition by race, sex, county of origin, full-time/part-time status, first-time/returning has been filed in Howard's HEGIS and SBHE reports. (See Opening Fall Enrollment; Distribution of Enrollment by Age; Residence by County of Origin; Enrollment Data by Program and Race.) Data in these reports point out that 16 percent of Howard's students who provide race information are minority group members and 67 percent are females. Females are enrolled in every college program; minorities, all programs except two. The Vision Care Technology and Electronics programs, both new programs with only 24 and 8 students respectively, currently have no minorities. However, one of the two full-time instructional staff in Vision Care is a minority. Twenty-eight percent of the minority race students are enrolled full-time as compared to 24 percent of the non-minority race students. Thirty-five percent of the males as compared to 18 percent of the females are enrolled full-time. The median age of the HCC student body is 29.1 and the mean age is 29.2. Since Howard is projected in the Maryland Desegregation Plan to have 12 percent minority student composition by 1980, the College has already exceeded the goal.

B. Recruitment Efforts

Howard Community College is an open enrollment college and does not discriminate on the basis of race, sex, age, religion, national origin or disability of qualified handicapped. The proportion of minority students enrolled at HCC currently is above that which is projected in the State Desegregation Plan for the year 1980. Every effort continues to be made to develop recruitment literature which is appealing to persons of any race or sex and the affirmative action policy statement is included in all recruitment literature. Furthermore, the Dean responsible for the College's recruitment efforts and the Director of Admissions are both minority group members.

C. Retention Rates

A research project, done as part of the College's reaccreditation process, identified factors which correlate with student success at Howard Community College and included race as a variable. This study will be updated each semester to identify on an ongoing basis attrition rates by program and key student characteristics. The information collected will then be utilized to identify potentially unsuccessful students so that special academic assistance and counseling can be provided. Toward this end, the College applied for and received in 1979 an HEW "TRIO" grant to develop remedial and other special services for students from disadvantaged educational, cultural, or economic backgrounds.

Financial Aid

Howard annually files an SBHE report entitled, "Number of Students Receiving Financial Aid". Data in this report indicate that 71 percent of the College's financial aid dollars are awarded to women (67 percent of the College's students are female) and 33 percent of the College's financial aid dollars go to minorities (16 percent of the College's students whose races are known are minorities). Thus, the financial aid programs are serving minorities and women very well.

Employment Composition

A. Narrative Program

Howard completes a number of HEGIS and SBHE reports each year pertaining to staff composition and salaries by race and sex. These include "Employees in Institutions of Higher Education", "Salaries, Tenure, and Fringe Benefits of Full-Time Employees", and "Faculty by Instructional Program". Twenty-five percent of the new full-time staff added to the College between October 31, 1978 and October 31, 1979 are minorities. Fifteen percent of the part-time staff additions are minorities. Forty-three percent of the full-time professional staff are females. Goals for staff hiring are outlined in the College's Affirmative Action Plan.

B. Recruitment Efforts

The College filed its Affirmative Action Plan with the State Board for Community Colleges and the Department of Health, Education and Welfare on January 28, 1976. These Affirmative Action guidelines have been followed since their approval by our Board of Trustees on October 23, 1975. A new Affirmative Action Committee was appointed by the President in January 1980 with the express assignment of revising the Affirmative Action Plan.

When the Plan was first completed, underutilization of minorities existed in eight of fifteen employee categories. The most recent analyses indicate that currently there is no underutilization as far as full-time employees are concerned, and that the College is also close to attaining its goals in part-time employee categories.

Administrative Coordination

Because of substantial numbers of females at Howard, nearly every policy-making committee has female representation. Although it is not always possible to have minority staff members on all policy-making committees, minority group members are participants in the College Internal Governance System, which is the primary policy-making mechanism within the College.

Program Cooperation

The College's Bio-Medical Engineering Technology and Vision Care Technology programs, because of their unique natures, are available to students from other Maryland counties at in-county tuition rates.

SIXTH MIDYEAR DESEGREGATION STATUS REPORT
Montgomery Community College
1980

Introduction

Montgomery Community College, the first such college in the State of Maryland, was organized in the spring of 1946 as the higher education division of the Montgomery County School System. Today Montgomery Community College is a comprehensive multi-campus institution operating independently from the public school system under the coordination of a State system of community colleges. The College offers the Associate in Arts degree and certificates in diverse curriculums which prepare students for technical and semi-professional careers and for transfer to baccalaureate programs in other colleges and universities. The College also provides through its Community Services offerings a variety of continuing education and cultural programs. The campuses are located at Takoma Park,Rockville, and Germantown, Maryland. In addition, courses are also offered at various sites that are convenient and accessible to the community.

Among the special programs of the College are individual counseling services for all students to help them in planning their programs of study and a review program for assisting students who desire either remedial work or additional opportunity to develop fundamental skills in mathematics, English, and reading.

In all these programs and services, aimed at the development of the intellectual and cultural interests of its students, Montgomery Community College maintains its commitment to an equal educational opportunity policy which states:

> Montgomery Community College is committed to a policy of equal opportunity in student admissions, student financial assistance, and other student policies and procedures without regard to age, sex, race, color, religious belief, national origin, or handicap.

A similar policy governs the employment practices of the College. This policy is:

> Montgomery Community College is an Equal Opportunity Employer and as such does not discriminate in any of its personnel policies or procedures against any employee, or applicant for employment, on the basis of age, sex, race, color, religious belief, national origin, or handicap. Montgomery Community College is committed to undertaking conscious, deliberate action designed to assure equal opportunity for all employees; and to make additional efforts to recruit, employ, and promote members of diverse groups as well as groups formerly under-represented at the various

levels of responsibility who are qualified or who may become qualified through appropriate training or experience. It is the goal of the College to encourage all employees to realize their fullest potential, to assist them to function more effectively, and to reach levels of performance commensurate with their abilities and ambitions.

Student Composition

The student enrollment for the 1979 fall semester is 16,321, of which 9% are black, 75% white, and the remainder are other minorities, international students, and students whose records do not specify ethnicity. Montgomery College has exceeded the goal of 7% black enrollment which was established for it in the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State. Approximately 36% of all students are considered full-time--i.e., taking 12 or more hours per semester. The average age of students attending the College is 26.59 years and has been increasing steadily during the past several years. Females comprise 56% of the total student population. Twenty-nine percent of female students are enrolled full-time. The preceding figures include students enrolled in off-campus credit courses.

For fall 1979 the Takoma Park Campus continues to serve the largest percentage enrollment of minority and international students. The racial/ethnic breakdown of its total student body is as follows:

White students	50%
Black students	26%
International students	9%
Other minority students	11%
Undesignated	4%

The percentages shown above represent an increase in black and other minority students over last year's enrollment and a decrease in international students.

The Rockville Campus has a student enrollment as indicated below:

White students	79%
Black students	6%
International students	5%
Other minority students	7%
Undesignated	3%

The fall enrollment of the Germantown Campus is distributed as follows:

White students	90%
Black students	4%
International students	1%*
Other minority students	3%
Undesignated	3%

*Less than 1%

First-time entrants to the College in fall 1979 account for 30% of all students enrolled for this semester. Of the first-time entrants, 11% are black and 8% are other minorities (excluding international students). Enrollment of first-time entrant black students increased by 1 percentage point from fall 1978 to fall 1979.

The recruitment effort of the College is carried on through an outreach program which involves the use of counselor and financial aid personnel as well as direct mailings to the homes of Montgomery County residents and the 1980 high school graduates, and advertising through the various communications media. College personnel attend seminars and workshops and visit schools, libraries, shopping centers, and other facilities throughout the County to make potential students aware of the programs and services offered by the College. In addition, the College participates in college fairs and college nights sponsored by local organizations. The College has a separate outreach program for veterans. In the upper part of the County, a special recruitment effort is made to attract lower socio-economic groups through meetings in housing developments and churches where information about the College is disseminated.

It is the policy of the Board of Trustees of Montgomery Community College that all who can benefit from the programs and services of the College should be admitted. Students seek admission to the College for many reasons, and their backgrounds represent a diversity of educational and life experiences. In order to accommodate the various interests and goals of persons requesting admission to the College, applicants, depending on their objectives and educational backgrounds, are admitted in one of two basic categories: matriculated or community services.

To be admitted as a matriculated student in a curriculum, an applicant need only meet any of the following conditions: be a graduate of a secondary school or its equivalent, have the permission of his/her secondary school principal to waive the senior year of high school, or have earned twelve hours of college credit with a cumulative grade point average of 2.00 or better at Montgomery Community College or any accredited institution. In Community Services courses, one would need simply to enroll and pay the required course fee.

A part of the College philosophy is to offer cultural, educational, and leisure programs along with classroom activity to enhance the students' knowledge and appreciation of the arts, humanities, social issues, and the sciences. The student activities area sponsors programs related to various ethnic and special interest groups (international students, black students, and women's groups). Many of the students, both full- and part-time, participate in these cultural events and courses which concentrate on interests and place emphasis on these special groups.

An added feature of Montgomery Community College is the offering of student development courses which aid students in developing study skills and career development. These courses and others like them--The Success Group, Human Potential Seminar, The Emerging Woman, and College Survival--are scheduled on a year-round basis with offerings in the evenings for the convenience of students.

Financial Aid

Student financial aid, which is awarded through the Montgomery Community College financial aid offices, consists of general scholarship funds, Federally funded student assistance, and the College student assistantship program.

The general scholarship fund contains donations and contributions made by professional, civic and business organizations within the community. The Federally funded programs are the Educational Opportunity Grants, the National Direct Student Loan, College Work-Study, Law Enforcement Education Program, and the Nursing Student Loans and Scholarships.

In comparing the rate at which the various ethnic groups apply for, receive, and do not receive financial aid, there is no significant difference along racial lines in the need-based programs for the 1979-80 academic year. The racial/ethnic breakdown for the College is as follows:

Ethnic Group	Applicants	Recipients	Nonrecipients
Black	21%	22%	20%
Other Minorities	16%	16%	16%
White	53%	52%	58%
All Others	9%	10%	6%

Employment Composition

In fall 1979 approximately 10% of the 30 administrators in Central Administration are black. This is an increase from the fall 1978 level of 4% black administrators. Approximately 10% of staff employees in Central Administration are minorities, of which 5% are black and 5% are other minorities.

On the Takoma Park Campus the employment percentages are as stated below:

	Black	Other Minority	White/Unknown Race
Administrators	14%	14%	72%
Staff	27%	3%	70%
Faculty (full-time)	2%	1%	97%
Faculty (part-time)	12%	2%	86%

The employment picture for the Rockville Campus is illustrated below:

	Black	Other Minority	White/Unknown Race
Administrators	0	0	100%
Staff	17%	8%	75%
Faculty (full-time)	2%	2%	96%
Faculty (part-time)	4%	1%	95%

The racial/ethnic breakdown for the Germantown Campus is as follows:

	Black	Other Minority	White/Unknown Race
Administrators	11%	0	89%
Staff	14%	2%	84%
Faculty (full-time)	4%	0	96%
Faculty (part-time)	0	2%	98%

The above figures demonstrate an increase in minority representation in the following areas: other minority administrators, black and other minority staff at the Takoma Park Campus; black and other minority staff and black part-time faculty at Rockville Campus; and black administrators and black staff at the Germantown Campus.

Whenever recruiting occurs for full-time faculty, administrative, and staff positions, and regardless of the scope of the recruiting efforts, resources and publications are utilized which have an orientation toward the interests of minority group persons and women. A great deal of consideration is given to internal candidates for positions in order to allow for as much upward mobility as possible. The non-discrimination statement "an equal opportunity/affirmative action/Title IX employer" is included in each advertisement and announcement. The College continues to support and use the State Board for Higher Education's Central Placement Bureau on a regular basis.

Orientation for new employees and placement of persons in trainee status for positions in which they are learning the skills for a particular job are a part of the in-service training offered to the College's supporting staff personnel. Over the past year, the College Personnel Office has developed in-service training seminars in personnel management for staff personnel and administrators. Equal opportunity and affirmative action are concepts that are covered as they relate to all aspects of personnel administration and the College's Affirmative Action Program in general. Affirmative Action and Collective Bargaining, EEO Update, and Affirmative Action and Racism are the titles of the seminars which have been planned by the Affirmative Action Office to deal specifically with these issues.

The Educational Assistance Plan of the College offers up to $400 per employee per year for taking courses which are job-related and for the purchase of books. The stated purposes of this plan are to help all College employees to perform more effectively in their current jobs and to help them prepare themselves for higher level assignments at the College. There has been an increase in black and other minority participants in this program.

Administrative Coordination

At Montgomery Community College, there are three major management forums which exist primarily for the purpose of enabling management to communicate openly and freely about College-wide issues. These forums are the

President's Cabinet, the College Curriculum Advisory Council and the Central Office Management Staff. The President's Cabinet addresses College-wide issues and concerns including proposed policies or policy changes, major proposed procedures or procedural changes and other selected matters. The President's Cabinet has 8% black representation.

The College Curriculum Advisory Council serves as a forum for the President to receive recommendations with respect to additions, deletions, modifications and campus assignments of curricula, courses and educational trends and plans. This Council has 7% black representation. The Central Office Management Staff deals with issues and concerns affecting the operation of the central office and its interface with the Campuses, monitoring the provision of effective cost-efficient services and the integration of long-range goals with daily operational practices. The Central Office Management Staff has no black or other minority representation, but it is 12% female. Individuals serve on all of the above forums by virtue of the positions they hold.

The Administrators' Senate, Faculty Congress, and Staff Senate are advisory groups whose functions are limited to the College-wide matters of salary policies, benefits, and leave policies. Personnel who serve on these advisory groups are elected by their respective groups. There is no minority representation on any of these governance groups in 1979-80.

Each of the campuses has advisory groups which make recommendations to the campus chancellors on campus matters. The individuals serving in these capacities are elected by their respective groups of students, faculty or staff. To the extent that blacks and other minorities are represented among employees and students, they may be elected to their respective campus governance groups.

The College's Affirmative Action Committee, which serves in an advisory capacity to the Director of Affirmative Action, was established specifically with minority and female representation. The membership of the Affirmative Action Committee consists of fourteen persons: one faculty member, one staff member, one student, and one administrator from Central Administration. The membership of the Committee is always to include at least three females, at least three minority members, and at least three handicapped persons (not necessarily nine separate individuals). The current membership of the Affirmative Action Committee consists of 29% black representation and 14% other minority representation.

Cooperative Programs

Most of the students who transfer from Montgomery College go on to four-year institutions in Maryland. In that regard, the College cooperates with other educational institutions in providing time and space for institutions recruiting for the College's transfer students. Furthermore, continuous efforts are made to assure that courses offered are transferable. Sixty-one percent of the students who transferred to four-year institutions in 1978 transferred to the University of Maryland and other State colleges.

In addition, the University of Maryland's University College has begun offering some courses in Montgomery College facilities. These courses are primarily in the area of business management with occasional open university courses pertaining to various topics.

Frequently, the Community Services area offers cooperative programs with other organizations and institutions. Oftentimes, introduction to the College through special programs provides an incentive for the participants to come to the College as students. Community Services' special programs which have provided job-training skills or have had some attraction for blacks and other minority persons are the Medicine Aide and Geriatric Aide programs in cooperation with the nursing homes in Montgomery County and the Real Estate Continuing Education program offered in conjunction with the Montgomery County Board of Realtors.

The College's Early Placement program is a means of providing a cooperative effort with the area high schools and is used as an incentive and source of encouragement for many high school students to attend the College.

SIXTH MID-YEAR DESEGREGATION STATUS REPORT

PRINCE GEORGE'S COMMUNITY COLLEGE

1980

Prince George's Community College is a community centered public institution concerned with developing human resources in Prince George's County. The College provides post-secondary educational opportunities to provide citizens with two years of university parallel courses, technical and career education courses based on manpower needs, and Community Services enrichment programs.

College goals provide for: (1) student knowledge of himself and his surroundings, his culture, his ability for critical judgment, and his opportunities for participation in our democratic society; (2) a university parallel program allowing transfer to a baccalaureate institution; (3) occupational programs preparing the student for employment; (4) continuing education for personal enrichment or job upgrading; (5) educational enrichment or community problem-solving through education.

Student Composition

In the fall of 1979, the College served 13,477 degree credit students, approximately the same as fall 1978. Off-campus programs at Extension Centers and Degree Centers continued to enroll over 2,000 students. Community Services

Programs enrolled over 6,000 students, bringing College services to a level of approximatley 20,000 County citizens.

Black students represented 36 percent of the enrollments in Fall 1979. Other non-whites represented five percent of the student body, and white students 59 percent. Blacks accounted for 36 percent of the first time students in the Fall 1979.

During the early 1970s there had been a dramatic increase in enrollments of persons over 25 years of age. In Fall 1970 students 26 or over accounted for 21 percent of the students. By Fall 1974, the figure was 36 percent. In Fall 1977, the level stabilized at 41 percent, the current Fall 1979 percentage. Institutional research since Fall 1973 has indicated that students over 25, women, and black students have been the most important change elements in enrollment trends. The number of degree-credit students increased from 9,725 in 1974 to 13,477 in 1979, an increase of 3,752 persons. There was an increase of over 2,800 blacks. The number of women increased by over 2,900. Students over 25 years of age increased by nearly 2,000. Black student participation is strongest in career programs, constituting 41 percent, compared with 32 percent of the transfer students and 38 percent of those with no declared major. Black males and females have been nearly equally strong sources of growth.

Enrollments of non-whites at the Community College increased from 643 to 3,409 in the 1970-1976 period, a 430 percent increase. Whites showed only a 49 percent enrollment increase. Important factors in enrollment growth were older whites and blacks at all age levels.

Enrollments per thousand County population were calculated separately for whites and non-whites. By this standard, it was found that in Fall 1976 there were 19 enrollments per thousand whites and 17 enrollments per thousand non-whites. Decreases in whites under 35 years of age, while blacks under 35 increased, helped to account for these differences. Since the fall term of 1974, there have been continuing strong increases of black students. Blacks increased from 2,046 in Fall 1974 to 4,865 in Fall 1979. White increased from 7,432 to 8,003 in the same period. Thus, there were approximately two more blacks for every additional white attending Prince George's Community College.

Black leadership in key roles such as Financial Aid, Veterans Advisement, Admissions Services, Educational Advisement, and the C.E.T.A. Program contributes to the total College effort in meeting minority needs. A former black student is the College's high school articulation specialist. Another black directs the Extension/Degree Centers' programs. The College's Affirmative Action Plan has been an important factor in establishing a climate of equal opportunity.

Financial Aid

The Financial aid programs assist needy students with the following sources of funds: (1) County, institutional, and community sponsored scholarships; (2) Supplemental Educational Opportunity Grants; (3) Basic Educational

Opportunity Grants; (4) Federal Nursing Grants and Loans; and (5) College Work-Study. Other programs available to students, regardless of their financial need, include State Scholarships, retirement system-survivor benefits and Veterans Benefits.

The HEGIS report for the 1978-1979 academic year reflected an unduplicated count of 4,504 students assisted by financial aid programs. Of the 4,504, 2,714 were females and 2,418 were minorities. Prince George's Community College continues to actively build its financial aid resources, as well as, continuing to create an awareness of the availability of these resources.

Employment Composition

As of the first payroll period in October 1978, blacks constituted 19.8 percent of the College workforce. Distribution by category was as follows: executive, administrative, and managerial, 15.4 percent; instructional 9.2 percent, professional non-instructional 22.3 percent; clerical 12.1 percent; technical para-professional, 23.1 percent; crafts, 33.0 percent; and service workers, 92.3 percent.

Advancement and recruitment of women and minorities receives a high priority as a matter of College policy. The Personnel Office provides for employee training within functional areas of employment. Classified employees are encouraged to take College courses available as a fringe benefit. Specific efforts are made to provide training on-campus. Off-campus recruitment of women and minorities includes a variety of procedures, e.g., County and Metro area newspaper ads and announcements to area college, universities, state employment agencies, E.E.O., and women's groups. The part-time recruiter recruits qualified women and minorities for available openings and accepts applications for applicant pools which are maintained year round. Public notices are displayed where women and minorities are likely to see them. Currently employed women and minorities are asked to recommend others for positions open.

WOR-WIC TECH COMMUNITY COLLEGE

Salisbury, Maryland

SIXTH MID-YEAR DESEGREGATION STATUS REPORT

1980

This desegregation report will be reflective of Wor-Wic Tech's Spring 1980 class of students and faculty. Our presence is extended throughout the four Lower Eastern Shore counties.

The College takes every opportunity to insure that employment and student recruitment practices do not discriminate by race, color, age, sex, national origin, religion, handicap, or political belief and/or affiliation. Initial composite figures tend to bear out our non-discriminatory practices.

Student Compostion

With the College enrolling a total of 567 students for the Spring 1980 semester, the breakdown by race was as follows:

RACE	NUMBER OF STUDENTS	PERCENTAGE OF STUDENT BODY
Black American	140	24.7%
White American	423	74.6%
Other (European, African, Hispanic, Asian)	4	.7%
	567	100.0%

The above percentages are very much in agreement with the minority percentage rates taken from our four-county service area, which ranges from 21% to 37%.

Financial Aid

Financial aid for initial students has been very limited due to recent regional accreditation candidacy approval. Initial loans and BEOG figures indicate that 81 (63%) Black Americans received financial aid and 48 (37%) White Americans received aid. Though VA benefits are not technically financial aid, that breakdown indicates 44 (40%) Black Americans and 65 (60%) White Americans were recipients.

The College has requested Federal funds for next fiscal year and will distribute aid based on financial need analyses. Each case will be viewed separately and individual problems will be dealt with accordingly.

Employment Composition

The College presently employs 37 individuals on a fulltime basis. Each position opening is advertised on a local level with all "major" positions advertised regionally and nationally. Announcements of fulltime faculty and staff vacancies will be sent to the State Board for Higher Education to be placed in the job vacancy publication. All applicants have and will continue to be considered without regard to race, color, sex, age, national origin, religion, handicap, or political belief and/or affiliation.

Of the 37 persons presently employed, 36 (97.3%) are White American, and one (2.7%) is Black American.

Administrative Coordination

Program Advisory Committees are involved with program development, student placement, and potential instructors.

The membership of all of these committees represents an overall community ratio of minorities. With all members having equal opportunity for input, all segments of the community have representation.

Program Cooperation

WOR-WIC TECH COMMUNITY COLLEGE exists as a community college without walls. In this regard, it is imperative that facilities and other resources of existing institutions be utilized.

The library facilities of both Salisbury State College and the University of Maryland - Eastern Shore are available to both students and faculty of WOR-WIC TECH. In addition, contractual services for science lab courses have been arranged with Salisbury State.

The College also makes use of facilities in Ocean City (Hotel-Motel-Restaurant Management) and Cambridge (Practical Nursing). Lecture space has been leased from a local church, public school system, and local area rentals.

The College, in an effort to get education to the people, attempts to reach out to all of its service area.

Bowie State College
Bowie, Maryland

MID-YEAR DESEGREGATION STATUS REPORT
April 1980

Introduction

Bowie State College is a liberal arts Institution by mandate of the State of Maryland. The mission of Bowie is to aggressively serve the citizens of Maryland by offering them effective educational opportunities leading to various personal and career options. Based upon this mission, the philosophy of the College is based on its belief that in each student lies a reservoir of human potentiality. Thus, the basic purpose of the College is to help the student convert this potential into usable reality. Bowie State College, therefore, dedicates itself to offering an education which provides the student with specific knowledge, skills, and capabilities for living more effectively in a changing society.

Importantly, through the participation in College programs, students from all walks of life may realize promising futures because the College encourages the unique development of each student. With perseverance of purpose, Bowie State College strives to expand and improve its current programs while providing the challenges and growth opportunities students seek and deserve. Through this dynamic process, the College can plan and initiate relevant programs for current and future generations.

Student Composition

The student population at Bowie State College can be characterized as a diverse group of adults in dedicated pursuit of academic excellence. This diversity reflects itself in terms of age, race, academic, political, and

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socio-economic groupings. The total student enrollment at Bowie for the Fall semester of 1979 was 2,879. Of that number, 2,049 or 71.2% represented undergraduate students, while 830 or 28.8% were graduate students. Total racial breakdowns of the above categories for the total student population is 1,752 or 60.8% black, 933 or 32.5% white, and 194 or 6.7% other. Of the 2,049 undergraduate student population, blacks accounted for 1,445 or 70.5%, whites represented 437 or 21.4%, and the other category numbered 167 or 8.1%. Of the 830 graduate students, whites numbered 496 or 60.0%, blacks represented 307 or 36.8%, and the other category totaled 27 or 3.2%.

In terms of first-time enrollees, this category numbered 590, and of this number, 134 or 22.7% were white and 466 or 77.3% were black. However, 48% of the new enrolling transfer students were white thus showing an increase over 1978. Importantly, the number of white students residing on campus has doubled over the previous year.

Degrees and other formal awards data for 1979 reflect patterns consistent with racial breakdowns of undergraduate and graduate student enrollment data. For example, blacks received 147 or 65.9% of the 223 undergraduate degrees and other awards conferred, while whites received 58 or 26.1%, and the other category earned 18 or 18.0% of all undergraduate and formal awards conferred.

Graduate degrees conferred during 1979 reflect the following pattern: whites received 137 or 69% of the 215 Masters degrees, while blacks earned 78 or 36% of all the degrees under the same category.

When both undergraduate and graduate degrees conferred data are considered, Bowie State College conferred 50% or 225 degrees to black students, 43.6% or 195 to white students, and 4% or 18 degrees to students in the other category.

The age groupings of the student population at Bowie further indicate wide diversity. For example, the traditional age range of students attending undergraduate school is 18 to 24. At Bowie, only 66% or 1,357 undergraduate students fall within that age range. Statistics indicate that over the years students attending Bowie have been progressively older. Similarly, 66% or 547 of the 830 graduate students are 30 and over, with the majority of graduate students falling in the range of 34 to 38 and 39 to 43.

A consideration of geographic origins of students at Bowie State College indicates that the overwhelming number are in-State residents. Data reveal the following:

In-State Students	2,548	88.5%
Out-of-State	204	7.1%
Foreign Countries	127	4.4%
Total	2,879	100.0%

Recruitment Efforts

The Office of Admissions at Bowie State College projects that the level of freshmen students of other race will increase in the years ahead. This prediction is also expected for transfer students due to articulation plans and the establishment of the new Nursing Program.

Increases in other race recruitment will also be realized in the Continuing Education Program and the Graduate School at Bowie. The on- and off-campus facilities at Bowie continue to attract increasing numbers of students. Further, repeated efforts by the College to reach out for the non-traditional student is beginning to be realized.

Finally, the recent establishment of two federally funded academic programs at Bowie have also made a significant difference in the enrollment of "other race" students for 1979-'80. The programs are the Dual Degree in Engineering at Bowie in cooperation with The George Washington University and the University of Maryland and the Health Sciences/Nursing Program.

During the past year, the recruiting efforts at Bowie have focused on graduating high school seniors, transfer students, non-traditional adult students, and graduate students. Strategies employed have included traditional high school and college visits, lunchroom visits, presentation of special programs, participation in college days, fairs, and transfer days. All recruiting efforts utilize "other race" recruiters. Importantly, the Admissions Office personnel include the Director, the Integration staff composed of the Coordinator, a Counselor for Intergroup Relations, and the Secretary.

Campus Activities and Programs

Every student who attends Bowie State College is encouraged to participate in all programs and activities provided by the College. Further, students are urged to play an active role in the planning process. There is a concerted effort to provide programs and activities which will:

1. Encourage "other race" students to participate in all extra-curricula activities.
2. Facilitate meaningful relationships between black, white, and international students.
3. Identify the needs of "other race" students and develop programs accordingly.
4. Provide on-campus housing to "other race" students.
5. Encourage and implement interaction between the races.
6. Secure more "other race" representation in student organizations.
7. Include "other race" persons on the professional staff to assist "other race" students in their growth and development.

8. Provide financial assistance to all "other race" applicants who are eligible.

Specific programs and activities offered during the 1979-'80 academic year included:

Student Advisory Committee: A Student Advisory Committee (including black, white, and international students) to the Student Affairs Division is presently being set up to seek more input from students in order to improve services and programs for all students.

Summer Planning Conference: This program is designed not only to introduce the incoming student to the College, but to provide a vehicle for encouraging interracial understanding. Group activities, rap sessions, and small workshops give students of different ethnic groups an opportunity to interact informally. The student counseling staff which serves during this period is integrated. The staff receives special training in group dynamics and interracial interaction.

Advisory Board to Counseling Center: The board members were selected to include faculty, students, and administrators from all racial groups to insure that proper representation be given in the advisement, planning, and implementation of programs sponsored by the College Counseling Center.

Orientation Program: The counseling component of the course, Orientation to College, which is presented to all new students, addresses the importance of intercultural understanding and multi-racial consciousness. The presentation was well received.

RESPOND Center: The RESPOND Center is a student-run rap and referral center coordinated by the College Counseling Center. As an affirmative step towards fostering other race peer input, white students have been trained and placed on the staff as part of the student-operated service. The intent is twofold: (1) to allow other race students to work on a functional basis with the majority population and (2) to afford a vehicle for other race students to receive paraprofessional assistance from members of their immediate peer group.

All-College Coffee House: This activity was sponsored by the College Counseling Center to afford the total College community an opportunity to come together to share views, concerns, and interests in an informal setting. The purpose of which was designed to promote greater understanding.

Housing: Housing accommodations were granted to all other race students who applied. We presently have five non-black and one international students housed.

Living-Learning Series: This is a series of programs held weekly in the residence halls to promote student growth and development through the use of College resources and personnel. These programs include audio-visual presentations, lectures, informal talk sessions, and literary discussions.

Student Union Activities: Special effort is made to include other race students in activities sponsored by the College Union such as bowling, swimming, tennis, and attendance at off-campus concerts, lectures, and plays.

Behavior Workshops: These workshops were initiated to provide all students on campus with a model to look at how their behavior adversely affects positive growth and development. The participation of all races was insured by implementing the experience in the Orientation Program and the Living-Learning Series.

International Awareness Program: A two-day program which is designed to give the entire College community the opportunity to participate in a variety of activities aimed at increasing international-intercultural awareness, reducing cultural stereotypes, and initiating better communication and interaction among all races and groups on the campus.

Staffing: The Division has six other race members on its staff.

A comprehensive all-campus retention program is in the preliminary stage of development. This program will be inclusive of all areas, programs, activities, etc. on the campus which will be based upon a comprehensive and exhaustive "Student Attrition Study" conducted by the Office of Institutional Research at Bowie State College.

Financial Aid

Bowie State College participates in the four major federal student assistance programs--Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, National Direct Student Loans, and College Work-Study Employment. These programs are geared to reach the general student population at the College. In addition, the College receives funding from the State for the Other Race Grant Program (ORGP). This program is designed to meet the educational expenses of eligible students who are in the minority population. Minority students are considered first for assistance under this program; additional financial need, as determined by the Office of Financial Aids, is met through assistance under the federally funded student aid programs. During the past academic year, a total of 74 white students, who could not have otherwise attended, were attracted to the College with financial support from the Other Race Grant Program.

Employment Composition

The faculty of Bowie State College is composed of 109 full-time members and 59 part-time members. Of the full-time faculty, 60.6% are black and 39.4% are white or of other non-black races. Additionally, of the part-time faculty, 45.8% are black and 54.2% are white and of other non-black races.

There are 42 administrators and professional nonfaculty, 26% of whom are nonblack. Among the classified employees, 23% of the 214 employees are nonblack.

In an endeavor to create an equitable racial balance, Bowie State College continues to seek employment of other race groups which are in a minority at the College. The Personnel Office has and will continue to contact local agencies to obtain other race applicants to file applications for positions which do not require the use of State eligibility lists.

The Affirmative Action Plan adopted in May 1976 assures that the College is in compliance with civil rights legislation. The plan assures employee accessibility and addresses current civil rights directives. The Affirmative Action Committee has enacted an aggressive program to provide visibility in all areas of College life.

Administrative Coordination

The President is responsible for the implementation of desegregation at Bowie State College. While the Integration Office concentrates its efforts in recruiting and counseling other race applicants, the Office of Admissions, Continuing Education, and the Graduate School focus their efforts on the recruitment of other race students for their respective programs. The School of Continuing Education will continue to recruit adults, housewives, and new learners into a flexible scheduled program. It has achieved, at present, a more than 30% other race enrollment. All unit and department heads encourage all faculty and staff to insure that other race students are fully accepted and totally integrated in all programs.

Program Cooperation

The College continues to pursue a plan for integrating a larger number of other race faculty persons into the system. This goal is achieved through the following programs:

1. Participation and involvement in the Faculty Exchange Program.
2. Participation in the internship Program sponsored by the State Board of Higher Education. Interns have worked in various aspects of the College's administration.
3. Participation in the Intergovernmental Personnel Act (IPA) program sponsored by the Federal Government.

Bowie State College has continued to develop academic programs which reflect the trends and interests of the modern nontraditional student in the graduate and undergraduate programs. The recent approval of the Administrative Management Program at the Graduate level, approval of the Nursing Program for the Registered Nurse, and the Public Administration Program, both at the undergraduate level, are focused at attracting other race students. A continuous effort is made to develop programs in Graduate

Business Administration and Psychology with the special intention of creating effective articulation with local colleges.

COPPIN STATE COLLEGE
2500 WEST NORTH AVENUE
BALTIMORE, MARYLAND 21216

VICE PRESIDENT FOR
STUDENT AFFAIRS
(301) 383-4688

MID-YEAR DESEGREGATION STATUS REPORT - APRIL 1980

Coppin State College is an institution committed to serving its community, Metropolitan Baltimore, and a larger society by preparing its men and women to understand and respond to the needs of their respective communities. Coppin deals with the academic disadvantages which are common to people of the inner city by offering alternative pacing programs for obtaining the basic skills which are required to progress in society. Coppin is in an expanding stage. The College opened a new ten-story classroom building in 1977 and a new College Center and Administration Building in September 1978. Through its admissions policy, which does not discriminate against students of any race, color, nationality, sex or age, Coppin has attracted a diversified student body of diverse educational and cultural backgrounds. Coppin is committed to providing a quality education which matures its students and helps them find their place in a competive and changing society.

Student Composition

As in previous years, Coppin continues to draw most of its students from the area immediately surrounding the college. For the first-time freshmen who entered in September of 1979, 53.5% live within five miles of the College; 25.5% live between six and ten miles from the College; 14% live between 11 and 50 miles of the College; 4.5% live between 51 and 100 miles of the College; 1.9% live between 101 and 500 miles and 0.6% live more than 500 miles from the College. In the fall of 1979 the geographic origin of the undergraduate student body was distributed as follows: Baltimore City - 88%; Baltimore County - 4.4%; Anne Arundel County - 1.2%; all other counties were less than 1%; Total Maryland residents - 95%; Out-of-State - 1.8%; foreign - 2.3%; unknown residence 0.9%.

There were 504 new freshmen in the fall of 1979. Of these, 445 were full-time, and 43 were part-time. Black students comprise 96.6% of the freshman class; American Indians or Alaskan natives - 0.4%; Asians - 0.2%; foreign - 0.8%; White - 0.8%; unknown race - 1.2%. For the student body as a whole the fall 1979 racial composition is as follows: Black - 91.4%, Indian - 0.4%, Asian - 0.3%; White - 3.9%; foreign - 2.3%; other or unknown - 1.2%.

The mean age for the undergraduate student body in the fall of 1979 was 25. For the first-time students entering in the fall of 1979, 45% were 18 years old; 25% were 19; 7.6% were 20; 3.2% were 21; 0.6% were 22; 5.1% were 23-25; 6.3% were 26-29, and 6.3% were over 30 years of age.

For freshmen entering in the Fall of 1979, 24% indicated that their parents' income was under $4,000; 12.8% were between $4,000 and 5,999; 11.2% were between $6,000 and 7,999; 5.6% were between $8,000 and 9,999; 14.4% were between $10,000 and 12,499; 14.4% were between $12,500 and 19,999; 16.8% were above $20,000.

Student Recruitment

In an effort to recruit more minority students to Coppin, the Admissions Office staff recruit at several high schools in the Baltimore area with high "other race" student enrollments. In Baltimore County the College recruited at 15 senior high schools eachsemester; in Anne Arundel County 11 senior high schools; in Howard County 6 high schools; and other selected high schools throughout the state. At all these high schools the College's academic programs are presented and the benefits of the Other Race Grant, which is available to financially nnedy minority students is stressed.

Realizing that the more mature student is more likely to enroll in a college where he is in the racial minority than a high school senior, we recruit white students and have a larger application rate at Maryland's community colleges. We visit 11 community colleges twice each semester in an attempt to draw the white student who is interested in pursuing his/her major at a small, faculty-involved campus. Because the transfer student is most interested in the complete transfer of his community college credirs, several articulated programs have been developed with the community colleges which describe a smooth transfer of previous college credits into our major programs. Many of these students are self-supporting and are very much interested in the Other Race Grant.

College recruiters also cover several college fairs which are attended by hundreds of high school juniors and seniors. At these activities, Coppin is presented by a bi-racial team of admissions counselors, encouraging both black and white students to inquire about and, hopefully, to apply for admission to Coppin.

Student Services

Retention efforts on behalf of "other race" students originate from the Office of the Vice President for Academic Affairs. Supportive services such as counseling and development of programming provide learning experiences for "other race" students which help them in their adjustment to college. The Learning Skills Center has 440 registered users, including 430 Black students and ten non-black. The Center currently uses the paid services of eight student tutors, seven Black and one non-black.

Special Services has 109 registered users, including 104 Black and five non-black. The Center currently has twenty-six paid student assistants (tutors and/or peer counselors), including twenty-one Black and five non-black.

In a effort to communicate with all minority students and in an effort to make them aware of activities on campus and help them feel a part of Coppin, the Minority Relations Office puts out a monthly newsletter, The Messenger. This newsletter has been quite successful and is read by minority students and by many faculty and staff at Coppin.

To enhance minority students' relationships with black students on campus and to develop an understanding of what it is like being in the minority, the Minority

Relations counselor and Counseling Center staff have sponsored a "Black-White Relations Group." Many feelings and experiences were shared that made the group a rewarding and growing experience for all those involved.

Individual counseling was available on a walk-in and appointment basis. Concerns dealt with were generally financial aid and academic problems. Personal and career problems are also a major concern.

In a effort to enhance the retention of students, the Admission/Retention Committee composed of faculty and staff screens and makes recommendations on underprepared applicants, has five members, three Black and two (including the chairperson) non-black. In addition, the College's General Studies Honors Program was first implemented in the Fall of 1979, this program has twelve participating students, ten Black and two non-black.

The pilot phase of the Credit In Escrow Program began in the Spring of 1979 and included two non-black high school students among the twenty-seven participants.

Financial Aid

All existing financial assistance programs available at the institution in addition to the ORG are available to minority students at Coppin. Awards are based on eligibility (CSS need analysis), acceptance for admission. The College received $75,000 in 1979-80 for the Other Race Grant Program.

Employment Composition

An institution of higher education strength and viability resides in its faculty. Coppin is historically a predominantly black public inner-city commuter college. Its full-time faculty is well integrated with 40% white and 4% other races. Additionally, the part-time faculty is 42% white and 3% other races.

The administrative staff composite is 16% non black and 9% of the classified employees is non black. Efforts to recruit more whites and non blacks in classified positions, particularly in the secretarial/clerical and technical/professional categories, are somewhat impeded by State personnel regulations.

The Affirmative Action Committee monitors the institution's Affirmative Action/Equal Opportunity Employment policy. The various departments receive assistance from the committee with evaluating their hiring, promotions and salary practices and procedures and in making modifications necessary in light of the institution's Desegregation Plan. Employees at Coppin are provided the opportunity to attend seminars, conferences and workshops during the year to augment skills and techniques for job performance and to gain a greater understanding of person-to-person and group communication.

Administrative Coordination

Coppin State College is an Affirmative Action/Equal Opportunity employer. It is the policy of the College that no person, on the basis of race, sex, color, religion, national origin or ancestry, age, marital status, handicap, or Vietnam-Era veteran status, shall be discriminated against in employment educational programs activities, and admissions. The Affirmative Action Committee revised and updated Coppin's Affirmative Action Plan in 1979, but the Plan's revision is an ongoing process due to the constant changing of Federal rules and regulations. The Affirmative Action Committee is composed of a cross section of representatives from the faculty, administration, classified personnel and student body. The committee is chaired by the Affirmative Action Officer.

Program Coordination

The Cooperative Education Program has as its goal providing racial and interethnic experiences to students in the higher education system of the State of Maryland. This past year, Coppin's Co-op Program with UMBC, Morgan State University and Towson State has served a total of 76 students; 22 Coppin students attended the above-mentioned schools and 51 students from these schools attended Coppin. This program has been most successful in attracting students to Coppin who are interested in programs such as Special Education, which are unique to the College and correspondingly, our students have been able to benefit from the diverse offerings available at participating State institutions.

FROSTBURG STATE COLLEGE

SIXTH MID-YEAR DESEGREGATION STATUS REPORT

APRIL, 1980

Introduction

Frostburg State College is unique among the Maryland State colleges and universities in that it is the most remote (150 miles west of Baltimore and Washington and the only four-year institution within a radius of 70 miles of Frostburg) and the most residential (with nearly 60% of its students living in residence halls). Its students consist largely of Maryland residents whose homes are located in the metropolitan area. The College maintains a strong commitment to offer quality educational programs in the arts and sciences and in certain professional or preprofessional fields at reasonable cost to students.

Student Composition

Frostburg's total Fall, 1979 undergraduate student enrollment (part-time and full-time) was 3,052. There were 274 (8.9%) minorities, including 226 (7.4%) black students. Of 740 total entering freshmen and 245 transfers, official figures show 71 black entering freshmen and four transfers. Head counts indicate a total of 87 entering black freshmen and transfers and two re-entries, for a total of 89 entering black full-time students. Approximately six other minority students entered in the fall (Asian, Hispanic, American Indian, other). Frostburg continues to enroll a small number of minority part-time students--approximately 12 black and five other minorities in Fall, 1979.

Of 560 full-time and part-time graduate students enrolled in Fall, 1979, official figures list six black and 24 other minorities. The graduate Other-Race Grant program is gradually increasing enrollment of minorities in graduate studies, although enrollment continues to be primarily in the Master of Science in Management program. An award was made to one student for Academic Year 1979-80 and for Summer 1980 ($3,300). Four students have applied for awards for Academic Year 1980-81. One other student received a grant of $1,700 in 1979-80.

During 1978-79, the Minority Admissions Counselor recruited in a total of 59 schools in Maryland and two neighboring states. A total of 1,380 students (including 238 minority students) were contacted.

The Office of Minority Affairs continues to provide academic and informal personal advising/counseling for all entering black students. As these students mature academically and become secure in their new environment and choices of majors, they seek assignments with advisors in major departments.

Frostburg State's Office of Special Instructional Programs continues to coordinate academic support services for the College. Two programs which SIP coordinates have been in operation for several years and have enhanced the chances of academic success and graduation for minority students: the Student Special Services (SSS) federally-funded project and the Academic Retention Program (ARP), a State project for inadequately prepared students.

The College's total SSS population has increased from 84 students in Academic Year 1973-74 to 255 in 1979-80; minority SSS population has increased from 35 to 105. The ARP student population has increased from 148 students in Academic Year 1976-77 to 456 students, including 98 minority students.

Entering black freshmen from Fall, 1974 through Fall, 1978 have returned to the College for a second year at an average rate of 84%. The Fall, 1978 freshmen persisted at a rate of 94.5%. The undergraduate minority student graduation rate has averaged about 57% since 1969.

As of Spring, 1980, approximately 598 black students have entered since 1970 and 194 are expected to have graduated by May, 1980. (This graduation figure would include a few students who entered prior to 1970.) Thirty black students are expected to receive degrees in May, 1980. Six students of other minorities are due to receive degrees in May. Of the 30 black students expected to receive bachelor's degrees, slightly more than half are from Baltimore City while the remainder are from other areas of Maryland (primarily points between the Baltimore-Washington area), one other state, and the District of Columbia.

Financial Aid

Frostburg's allotment of $201,000 in Other-Race Grant funds in Fiscal 1980 provided the necessary financial assistance for 65.7% (180) of the undergraduate minority students. Other sources of funds awarded to minority students at the College included: Basic Educational Opportunity Grant Program, Supplemental Educational Opportunity Grant Program, College Work-Study Program, National Direct Loan, General State Scholarships, Senatorial Scholarships, House of Delegates, Guaranteed Student Loan, Federally Insured Student Loan, and Lalitta Nash McKaig Foundation awards.

Employment Composition

Frostburg's total number of regular full-time faculty for Fall, 1979, including persons on leave was 189. There were 10 (5.29%) minority faculty persons: two Hispanic (1.05%); five Asian (2.64%); three black (1.58%). Of the total 44 administrators for Academic Year 1979-80, five (11.36%) were black. Classified personnel employed through the State Merit System, included one (1) black and no other minority employees. These figures for classified employees continue to reflect the low minority population (2%) of the Frostburg area. However, there appear to be more employable minorities in the immediate area than are reflected in Frostburg's employment figures and serious efforts need to be undertaken to increase minority classified employee composition.

As noted in previous reports, Frostburg's location poses a problem in the recruitment of minority faculty and staff. Given this fact, minority composition might be considered as not unacceptable. However, more affirmative recruitment, adequately funded, should increase minority--particularly black--faculty.

Administrative and Program Coordination

Responsibility for the direction and supervision of the College's desegregation program and monitoring of desegregation efforts rests primarily with the Director of the Office of Minority Affairs, who is directly responsible to the President. The Multi-Racial Coordinating Committee (Equal Opportunity Committee), composed of faculty and staff appointed by the President, serves as an advisory group in the desegregation effort and is responsible for reviewing discrimination complaints. Through the cooperative efforts of other staff and departments, some of whom have been mentioned above, desegregation efforts, including retention rates for minority students, have been good.

Frostburg must still strive to fulfill further obligations to racial desegregation as detailed in Maryland's Desegregation Plan. Some programs have recently developed which are a significant step in that direction. The department of Health and Physical Education conducted, for the second year, a Symposium on International Education and Experience. In Spring, 1979, the department of Education conducted a multi-cultural/ethnic workshop for Teacher Education students.

Because of its location, Frostburg continues to experience difficulty in inter-institutional cooperative efforts. Some success has been achieved in cooperative efforts with University of Maryland professional schools and there are some few students participating in the Cooperative Education Program.

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Sixth Mid-Year Desegregation Status Report
Salisbury State College
1979

Introduction

Salisbury State College is a multi-purpose educational institution whose purpose is to provide quality undergraduate and graduate programs in the liberal arts, teacher education, allied health, and professional fields. Located on the Delmarva Peninsula, the College attracts a majority of its total student body from the Eastern Shore of Maryland while also attracting students from every other Maryland county (except Garrett) as well as from nearby Delaware and the Eastern Shore of Virginia. Several programs offered by the College, such as nursing and social work, are the only such educational offerings available to Eastern Shore residents. The College strives to provide high quality academic programs, ready access to its education offerings, and service to the community and region.

Student Composition

In September 1979, the College enrolled 4,427 students, the highest number in the College's history. Minority students numbered 483, or 11% of the total College population.* From last year's minority total of 421 (10% of the total), an increase in one percent has been realized.

Constituting 89% of the minority enrollment in 1979, the black student enrollment increased from 370 in 1978 to 430, an increase of 16.3% The full-time enrollment of black students increased by 20 from 1978 (a 8.7% increase) and part-time enrollment increased by 40 (a 28.8% increase). Undergraduate enrollment (full-and part-time) of black students increased from 289 to 340, a 17.7% increase. Graduate enrollment (full- and part-time) increased from 81 to 90, a 11.2% increase.

Black students now constitute 10% of the total enrollment, with black women outnumbering men by 283 to 147. At the graduate level, black students constitute 15% of the graduate enrollment, an increase of 4% from last fall 1978.

At the undergraduate level they constitute 9% of the undergraduates, an increase of 1% from last fall.

Since the fall of 1976, the number of black students enrolled at the College has increased from 340 to 430, a 27% increase. Black undergraduates have increased by 22% since fall 1976, and black graduate students have increased by 48% since that time. The percentage of blacks of the total student enrollment has shown steady increases as the College has grown.

*The use of the term "minority" students includes black, American Indian, Hispanic, Asian-American and Others.

As for the geographic origin of students, 84.5% of all students come from Maryland. Of the remainder (15.5%), 15% are out-of-state residents and .5% are from foreign countries. Of the Maryland resident students, 9.8% are black students, .3% are American Indians, .6% are Asian-Americans, and .4% are Hispanics. Of the 661 out-of-state students, 10% are blacks.

Eastern Shore residents* constitute 57% of the College's total enrollment, and 68% of those from the state of Maryland. Of the 430 total number of black students, 297, or 69%, come from Eastern Shore counties. Of the 364 black students from Maryland, 82% are from the Eastern Shore counties.

Women constitute 58% of the total student population. They represent 56% of the undergraduate (full-and part-time) and 71% of the graduate (full-and part-time) enrollment.

Other race recruitment efforts have continued to be successful in bringing new freshmen to the campus, although growth seems to be stabilizing. For fall 1979, 58 out of 654 (8.9%) first-time full-time freshmen have been black. Last fall 1978, 58 out of 688, or 8.5% were black. Thus, there has been a slight percentage increase in the proportion of blacks among first-time full-time freshmen.

Such results stem from the continuing effort of the College's Admissions Office to visit as many high schools as possible, and especially those with a high percentage of black students. In Washington, D.C., Maryland, Delaware, and Virginia, several predominantly black high schools were visited by admissions personnel. A spring recruitment effort has been continued because it has proven very beneficial to minority students who have been undecided about attending college.

As of April 1, 1980, the overall number of applications for September 1980 is slightly down from last year at this time, and the same holds true for black applicants. Nationwide declines in enrollment are being projected, and the College itself is projecting a slight decline next fall.

An additional mechanism to assist both prospective and matriculated ethnic minority students is embodied in the Minority Affairs Committee. Chaired by the Assistant Director of Admissions and Financial Aid (who also serves as minority coordinator), the committee was formed for the purpose of facilitating a smooth transition for students from one educational setting to another. This goal involves the committee in the coordination of a range of activities affecting prospective undergraduates from the first time they come in contact with the college through the time they leave. A lack of funding and sufficient personnel appear to be limiting factors.

*Includes students from Caroline, Cecil, Dorchester, Kent, Queen Anne's Somerset, Talbot, Wicomico, and Worcester counties.

Follow-up studies have been made on the progress of black undergraduates, but more in-depth reports on retention rates for both white and minority students appear to be needed and have been set as priorities in the coming academic year. According to student progression reports, of the 60 first-time minority students enrolled in the fall of 1977, a little less than half are still enrolled. For non-minorities, a little more than half are still enrolled.

The College offers supportive and developmental services for all students. During the fall 1979 semester, the reading, writing, math and study skills centers were combined into the Developmental Studies Program. These centers provide the facilities and personnel to assist students who find themselves ill-prepared or needing additional help in mastering fundamental skills. An additional responsibility for this program is to prepare and implement the College's response to the new Admission Requirements and Academic Standards provisions recently passed by the Board of Trustees of the State Universities and Colleges of Maryland. These provisions call for a freshmen testing program in the areas of reading, writing, and math. For students who score below the cut-off limit, the Developmental Studies Program offers courses to assist students in reaching competencies in those areas where students may be deficient.

Financial Aid

Financial aid sources available to the Salisbury State College student are primarily limited to the federally-funded student assistance programs, the state-funded "Other Race Grants" and a few private sources. Out of a total of 1987 undergraduates receiving financial aid, 330, or 16.6%, represent minority students. Of these, black students numbered 309, and received $395,402 in awards. Out of a total of 45 graduate students receiving financial aid, 11, or 25%, received financial aid worth $9,470. Out of 723 eligible applicants for campus-based financial aid programs, there were none who did not receive aid (due to insufficient funds).

Employment Composition

The College employs a total work force of 455 persons, with 251 on the faculty, administration and library staffs and 204 on the clerical, skilled craft and service/maintenance staffs. Overall, 113, or 25%, of the 455 employees represent racial minorities. Blacks constitute 24% of the work force. Statistics provided by the Research and Analysis Division of the Department of Human Resources show that minorities represent 18.5% of Wicomico County's (the county in which the College is located) work force. In an overall sense, then, the racial composition of the College's work force compares favorably with county statistics.

Women constitute 40% of the College's work force. This figure also compares favorably to county statistics showing 41.6% as the representation of females among the county's work force.

However, a closer examination of occupational categories within the College's workforce reveal certain areas where minorities and women appear to be underutilized. Out of 185 faculty members, 5% represent minorities and 28% women. Out of 46 administrators, four are black (9%) and 10 (22%) are women. Among the secretarial/ clerical staff, 11% are minority employees and 96% are women. Out of 116 service/maintenance workers, the majority (76%) are black and 30% are women.

It appears that more effort and imagination needs to be used in recruitment of faculty and administrators among minority and female groups. Although national data indicates that only about 3% of doctorate degrees are awarded to blacks, a wider variety of advertising mechanisms, beyond traditional sources, appears to be necessary in order to gain a more diverse applicant pool. A shortage of funds for recruitment/interview purposes also serves to lessen effectiveness. As for more black employees among the secretarial and classified staff, the state merit system requires the use of exams and the eligibility list from which to hire new employees.

Current employees of the College are eligible for tuition waivers so that they may take courses at the College that may enhance their educational backgrounds and perhaps enable them to present better qualifications for another position.

Administrative Coordination

Within the College's administration, the Assistant Director of Admissions and Financial Aid has been active in the recruitment and retention of minority students. During the 1979-80 academic year, the acting affirmative action officer of the College has been involved in conducting an overview of affirmative action on the campus and revising the College's affirmative action plan. An affirmative action committee composed of faculty and administrators representative of minorities and women has assisted in this process. Both a Women's Caucus group and an association of black faculty and administrators have been established on campus during the 1979-80 academic year.

Salisbury State is still committed and must strive to fulfill obligations to racial desegregation as detailed in Maryland's desegregation plan. Seemingly, the addition of an administrator whose primary function would relate to minority affairs and affirmative action could serve to improve desegregation efforts on campus. Those presently involved in these efforts carry responsibilities for several other functions unrelated to desegregation.

Program Cooperation

The cooperative programs with the University of Maryland, Eastern Shore (UMES), continue. The most recent enrollment figures for the spring 1980 semester show that 27 students from UMES enrolled at Salisbury State for a total of 297 credits.

ST. MARY'S COLLEGE OF MARYLAND
ST. MARY'S CITY, MARYLAND 20686

1980

SIXTH MID-YEAR DESEGREGATION STATUS REPORT

St. Mary's College of Maryland is the newest of Maryland's four-year public colleges. Its mission is to provide a distinctive choice within the public sector: a truly distinguished liberal arts education in a small, rural, primarily residential setting--a "village of learning." In addition to its nine flexible, basic majors (art, English, music, biology, mathematics, natural science, history, social science and human development), the curriculum includes a secondary teacher certificate program and a dual-degree program in Engineering (with the University of Maryland). A tenth major, dramatic arts, has been approved. Emphasis is placed on the mastery of knowledge in both breadth and depth, including interdisciplinary and intercultural programs, off-campus learning, independent studies, and learning contracts.

STUDENT COMPOSITION

Profile: Fall 1979 enrollment was 1,318--1,124 full-time and 194 part-time students, 592 men and 726 women. Approximately 69 percent of the full-time students resided in college housing. About two-fifths of the part-time students were working toward a degree. The majority of new students came from the suburbs and medium-sized towns of the state: only 3.8 percent of the entering class came from homes in large cities, another 26 percent from small towns or farms; some 19.2 percent of the total full-time student group and 85 percent of the part-timers lived in St. Mary's County.

Although the majority of full-time, and all but two part-time, students were Maryland residents, more than 10 students (Fall 1979) came from each of the following states: New Jersey, New York, Virginia, and the District of Columbia. Other states represented were Arizona, Florida, Massachusetts, Mississippi, Missouri, New Hampshire, North Carolina, Pennsylvania, Rhode Island, Tennessee, Vermont, and West Virginia, as well as several foreign countries.

Approximately 83 percent of the full-time students were 21 or younger, 15 percent 22 to 30, the remainder 31 or older. Part-time student age distribution was quite different: 27 percent were 21 or less, 35 percent 22 to 30, 23 percent 31 to 40, and 14 percent over 40 years of age.

Of the total enrollment, 93 (7.1 percent) were classified as minorities, another 4 (.4 percent) were foreign; minorities comprised 7 percent of the full-time and 9 percent of the part-time contingents. More than 83 percent of the minority students were Black; the rest were Hispanic or Asian-American. (See Table 1.)

Sixteen of the 63 full-time black students in Fall 1979 were freshmen--13 first-time freshmen, 2 transfers and 1 who had entered in 1978-79; 1 became a sophomore in January. There were, in addition, 15 black part-time students in the Autumn, including 4 degree students. Although 1 full-time minority (black) student did not return for Spring semester, 4 new minority (3 black) and 1 foreign full-time students enrolled, together with 1 black transfer from part-time to full-time status, and two Black and one Hispanic students who re-entered. One black graduating senior transferred from full-time to part-time status. (See Table 2.)

Recruitment: St. Mary's College has affirmed its commitment to educate the "broadest spectrum of qualified students" and to give particular attention to minority candidates. Ongoing, persistent efforts by Admissions and Integration personnel have resulted in continuing increase in both the numbers and intellectual calibre of minority applicants.

1. One member of the Admissions staff, a minority graduate of the College, has again focused his attention on two primary areas (Baltimore and the local Tri-County area--Southern Maryland), although continuing to visit Washington schools frequently. Thus far he has directly contacted more than 395 minority students this year and minority applications have increased about 100 percent.

2. Visits have continued to predominantly black high schools and junior colleges, with each visited at least twice--some 90 visits in all by late March. At least 11 College Day (or Night) programs in this contingent were also participated in. Counselor rapport, resulting in return invitations and student recommendations, increases each year.

3. Close cooperation has been maintained as well with the Educational Opportunity Center of Baltimore and Washington's Educational Opportunity Center. Both also sponsor large-scale College Days, and recommend a number of students to the College. It is anticipated that another 200-300 will be contacted at their April/May College Days. This year cooperation with the EOC of Arlington, Virginia, was also begun.

4. Four-year scholarships, contingent on continued academic performance, were offered to four demonstrably excellent minority students in 1976-77, to three more in 1977-78, to three in 1978-79, and to six in 1979-80; 13 are presently enrolled, of whom two plan to graduate in May. It is hoped that this program will continue to expand further in 1980-81, since it has been very effective in attracting minority applicants.

5. Current minority students continue to participate actively in the College's Open House days and as campus guides for visiting prospective students and their families. Faculty and administrative staff are also strong supporters of the Open House Program.

Retention: Overall retention rates for black students continue to be higher than those for whites, although some differences have occurred in the past year between classes: for example, 93 percent of the 1978 black freshmen returned for their second year versus 69 percent of white freshmen. A total of 36 black (in a total of 51 minority or foreign) students graduated between 1973 and 1979; this year fifteen black, one Asian-American, one Hispanic and two foreign students are on the initial graduation list. The 1979 graduates were 10 percent minority: 15 Black and 3 Hispanic-Americans in a class of 180.

The continuation and strengthening of past programs have had strong influence on this picture. The Academic Assistance Program has continued its positive development: minority students constitute 14 to 17 percent of the participants in both Developmental Reading and Writing, and a substantial proportion of the tutorial program. The Veterans Tutorial program also continues, as do the extensive efforts by the Director of Counseling and the Integration Coordinator to advise and suggest problem-solving means to minority students.

With the encouragement of the Director of Student Activities, the Black Student Union has carried out a number of activities this year, enjoyed as much by the rest of the campus as by BSU members.

The year was marked by at least one major activity each month, and close cooperation with the local NAACP Chapter. A cook-out and picnic for new students began the fall semester, followed by a bake-sale fund-raiser in October, the November BSU Disco Dance, and December Kwanza--an African Christmas celebration. The latter included an art exhibit in the College's new Fine Arts Center, receptions, and a trip to Washington to participate in the national Kwanza celebration. The Black Student Union also attended the St. Mary's County NAACP banquet held in December.

First event of spring semester was another bake-sale fund-raiser in January, followed by sponsorship of a talk by Dr. Emmett Burns, regional NAACP Director, in February. March brought the movie, "The Great White Hope," as well as the BSU Banquet, while April involved a coffee-house plus co-sponsorship of the Spring Formal Dance with the SGA Dance Committee. BSU members were also invited to participate in the local NAACP Conference concerning "Youth in St. Mary's County."

1979-80 has marked the further development of BSU from activities solely for members, to campus-wide activities, and now to regional and national participation. This is especially noteworthy in view of the 18-month's search for a new Minority Coordinator, now happily concluded.

FINANCIAL AID

Minority students are eligible for any Federal aid programs, state programs (especially Other Race Grants), and College grants administered by the College: some 64 (an increase of approximately 7 percent) are benefiting from one or more of the need-based programs this year. While minority students still constitute less than 10 percent of the student body, they are about 20 percent of the number receiving financial aid and receive approximately 35 percent of all aid funds (including loans from outside sources).

The average ORG award to the 52 benefiting was $1,635, and minority recipients of the Basic Educational Opportunity Grants averaged $1,062 from that program. As in the past, ORG funds have been a major factor in the desegregation progress made, and have thus far proved sufficient for all eligible minority applicants. For 1980-81, however, with BEOG funds static and student costs rising sharply, difficulty in meeting needs fully is anticipated. Depending upon the resources of new students, the unmet gap may range from $19,000 to $29,000 above the FY81 ORG allotment.

Since the magnitude of the problem has only recently become apparent, efforts to find new sources of financial aid funds are now only in the planning stages.

EMPLOYMENT COMPOSITION

Profile: The full-time employment composition of St. Mary's College continues to alter but slightly. Minorities now comprise about 16 percent, white Americans 84 percent, of the total. Most minorities are in the non-professional group (see Table 4).

During 1978-79, two Black female professionals resigned; one had been promoted prior to resignation. One full-time Black secretary and one part-time Black male professional resigned in the summer of 1979, as did one part-time male non-professional.

The current part-time staff includes one Black non-professional woman and three minority athletics coaches (2 Black, 1 Asian-American; 2 men, 1 woman).

Recruitment:

One executive, thirteen full-time faculty, thirteen administrators/professionals were recruited or transferred between October 1978 and September 30, 1979. One faculty member was Hispanic, two were foreign; one administrator was Black. Six other faculty or staff members were promoted.

Fourteen non-professional employees were recruited (three of these were promotions from within) in this period; fourteen others were reclassified upward. Two of the latter were Black.

In the seven months ending April 30, 1980, three faculty members, five administrators/professionals, and four non-professionals have been employed. One was a minority member (Black). No minority employees resigned.

As in past years, faculty and most administrative openings were advertised nationally in such publications as the Chronicle; the Washington Post, the Academic Journal, and professional journals(Library Journal, ATA Placement Bulletin, APA Monitor, NASPA Placement Service Bulletin, American Economic Association Job Openings, and Employment Information for Mathematicians)were also used. Other administrators were sought through attendance at relevant conventions (NASPA, American Theatre Association, American Economics Association). Direct approaches were made to a number of affirmative action agencies: HERS (three locations), Maryland Affirmative Action Officers Talent Bank, SBHE Central Placement Bureau, and the Maryland Bureau of Employment Security, as well as to graduate school departments of predominantly black universities.

Minority applicants continue to be increasingly evident in the instances where this can be recognized; 4 of 62 applicants for Math, 3 of 78 in Student Activities, 5 of 92 Resident Directors, for example, were black.

As noted in past reports, applicants must weigh the College's salary levels and environmental advantages against relatively rural social conditions.

In-Service Training Programs for Classified Employees: The major training for classified employees is on-the-job. At intervals, seminars are held on campus to initiate new or improved methods; specialized instruction is also provided in carpentry and in installation, repair, and changing combinations of the College's extensive lock system.

Continued turnover in the Secretarial Staff has led to planning for a third training session on the use of the IBM Composer, to be held shortly by the IBM regional representative.

Two members of the Maintenance Staff attended Energy Audit Schools this year, one will attend a 3-day workshop on "Modern Supervision," and another will go to a session on "Heating, Ventilating, and Air-Conditioning."

Bridging the gap between maintenance worker and skilled trades classifications is, however, still difficult with present state classifications and criteria.

In its fourth year of operation, the policy of free tuition for employees and their dependents, on a space-available basis, has continued to be popular with all segments of the College (see Table 5). Two employees (one black, one white) will receive their baccalaureate degrees next month, as will four dependents--one of whom is also a former employee.

ADMINISTRATIVE COORDINATION

Neither the Black nor the Hispanic members of the faculty and professional staff are serving on committees this year; Professor Ross (black) completed a term on the Faculty Senate last spring, Mr. Clamurro (Hispanic) served on the Library Committee in 1978-79. Dr. Bantjes (foreign) is a member of this year's Student Life Committee, however.

One (black) minority student was a Resident Assistant this year, two will be in 1980-81. Resident Assistants constitute a most important link between the administration and the students; those chosen for this post are outstanding in their ability to relate to and interpret each group to the other.

PROGRAM COOPERATION

St. Mary's geographical location precludes easy cooperative efforts with other Maryland institutions of higher education: we do, however, share a 3-2 Engineering Program with the University of Maryland College of Engineering, and the students' athletic schedules mesh vigorously. It has not yet proved possible to exchange faculty or staff with an "Other Race" institution, but the College continues to be interested in this possibility as well as in an "Other Race" intern.

April 1980

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TABLE 1: RACIAL COMPOSITION OF THE STUDENT BODY: 1974-1980

		U. S. Citizens														
		Black		Indian		Asian		Hispanic		White		Foreign		Total		Grand Total
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Fall 1974	N	31	18	2	0	4	1	8	0	876	166	5	0	926	185	1111
	%	3.3	9.7	.2	0	.4	.5	.9	0	94.6	89.7	.5	0	99.9	99.9	
Fall 1975	N	52	19	2	1	2	0	10	2	940	219	5	0	1011	241	1252
	%	5.1	7.9	.2	.4	.2	.0	1.0	.8	93.0	90.9	.5	0	100	100	
Spring 1976	N	53	19	2	2	2	3	5	2	870	193	4	0	936	219	1155
	%	5.7	8.7	.2	.9	.2	1.4	.5	.8	92.9	88.1	.4	0	99.9	99.9	
Fall 1976	N	60	22	0	0	4	1	6	1	891	181	8	0	969	205	1174
	%	6.2	10.7	0	0	.4	.5	.6	.5	92.0	88.3	.8	0	100	100	
Spring 1977	N	58	18	0	1	4	0	7	1	837	175	6	1	912	196	1108
	%	6.4	9.2	0	.5	.4	0	.8	.5	91.8	89.3	.7	.5	100.1	100	
Fall 1977	N	71	22	2	0	4	2	9	1	852	205	4	0	942	230	1172
	%	7.5	9.6	.2	0	.4	.9	1.0	.4	90.4	89.1	.4	0	99.9	100	
Spring 1978	N	65	22	1	0	4	1	7	2	817	198	3	1	897	224	1121
	%	7.2	9.8	.1	0	.4	.4	.8	.9	91.1	88.4	.3	.4	99.9	99.9	
Fall 1978	N	73	18	0	1	7	0	9	1	1002	177	6	4	1097	201	1298
	%	6.7	9.0	0	.5	.6	0	.8	.5	91.3	88.1	.6	2.0	100.	100.1	
Spring 1979	N	70	19	0	0	7	1	6	1	898	172	6	2	987	195	1182
	%	7.1	9.7	0	0	.7	.5	.6	.5	91.0	88.2	.6	1.0	100.	99.9	
Fall 1979	N	63	15	0	0	7	1	6	1	1044	177	4	0	1124	194	1318
	%	5.6	7.7	0	0	.6	.5	.5	.5	92.9	91.2	.4	0	100.	99.9	
Spring 1980	N	67	15	1	0	8	1	6	2	967	168	5	0	1054	186	1240
	%	6.4	8.1	.1	0	.8	.5	.6	1.1	91.7	90.3	.5	0	100.1	100	

TABLE 2: FULL-TIME BLACK STUDENT ENROLLMENT BY CLASS 1972 TO PRESENT

Semester	Freshmen	Sophomores	Juniors	Seniors	Total
Fall 1972	15	10	7	2	34
Fall 1973	9	9	5	3	26
Fall 1974	16	6	6	3	31
Fall 1975	35	8	4	5	52
Spring 1976	33	13	-	7	53
Fall 1976	27	25	6	2	60
Spring 1977	22	24	9	3	58
Fall 1977	25	22	18	6	71
Spring 1978	20	18	17	10	65
Fall 1978	24	21	14	14	73
Spring 1979	23	16	13	18	70
Fall 1979	16	22	13	12	63
Spring 1980	18	19	15	15	67

BLACK DEGREE-STUDENT ENROLLMENT BY CLASS AND MAJOR

TABLE 3A: SPRING 1979

Major	Freshman	Sophomore	Junior	Senior	Part-Time	Total
Art	2	2	-	1	-	5
Biology	2	3	1	-	-	6
English	2	-	-	-	-	2
History	-	1	-	1	-	2
Human Development	1	-	-	3	-	4
Mathematics	2	1	-	-	-	3
Music	2	1	4	5	-	12
Natural Science	-	-	2	1	-	3
Social Science	9	5	5	7	2	28
Undeclared	3	3	1	-	1	8
TOTAL	23	16	13	18	3	73

TABLE 3B: FALL 1979

Major	Freshman	Sophomore	Junior	Senior	Part-Time	Total
Art	-	2	-	1	-	3
Biology	2	3	2	-	1	8
English	-	2	-	-	-	2
History	-	-	-	-	-	-
Human Development	1	2	1	1	1	6
Mathematics	1	1	1	-	-	3
Music	2	1	-	2	-	5
Natural Science	-	-	1	2	-	3
Social Science	4	11	6	6	1	28
Undeclared	6	-	2	-	1	9
TOTAL	16	22	13	12	4	67

TABLE 3C: SPRING 1980

Major	Freshman	Sophomore	Junior	Senior	Part-Time	Total
Art	-	2	1	1	-	4
Biology	2	2	2	1	-	7
English	-	1	-	-	-	1
History	-	-	-	-	-	-
Human Development	1	2	-	2	1	6
Mathematics	1	2	1	-	-	4
Music	1	1	-	2	-	4
Natural Science	-	-	2	1	-	3
Social Science	7	8	7	8	2	32
Undeclared	6	1	2	-	1	10
TOTAL	18	19	15	15	4	71

TABLE 4: SMCM FULL-TIME PERSONNEL, BY CATEGORY

		Fall 1976				Spring 1977			
Classification		Black	Hisp.	White	Total	Black	Hisp.	White	Total
Exec./Admin.		-	-	10	10	-	-	10	10
Faculty		1	-	65	66	1	-	63	64
Professional		3	-	31	34	2	-	31	33
Non-Professional		28	-	60	88	29	1	56	86
TOTAL	N	32	-	166	198	32	1	160	193
	%	16.2	0.0	83.8	100.0	16.6	.5	82.9	100.0

		Fall 1977					Spring 1978			
Classification		Black	Hisp.	Asian	White	Total	Black	Hisp.	White	Total
Exec./Admin.		-	-	-	9	9	-	-	9	9
Faculty		1	-	1	64	66	1	-	65	66
Professional		3	-	-	27	30	3	-	27	30
Non-Professional		29	1	-	57	87	28	1	55	84
TOTAL	N	33	1	1	157	192	32	1	156	189
	%	17.2	.5	.5	81.8	100	17.0	.5	82.5	100

		Fall 1978				Spring 1979			
Classification		Black	Hisp.	White	Total	Black	Hisp.	White	Total
Exec./Adm.		-	-	13	13	-	-	13	13
Faculty		1	1	65	67	1	1	65	67
Professional		3	-	24	27	2	-	25	27
Non-Professional		28	1	63	92	28	1	64	93
TOTAL	N	32	2	165	199	31	2	167	200
	%	16.1	1.0	82.9	100	15.5	1.0	83.5	100

		Fall 1979					Spring 1980				
Classification		Black	Hisp.	Asian	White	Total	Black	Hisp.	Asian	White	Total
Exec./Adm.		-	-	-	12	12	-	-	-	12	12
Faculty		1	1	1	62	65	1	1	1	63	66
Professional		1	-	-	29	30	1	-	-	29	30
Non-Professional		26	1	-	65	92	27	1	-	65	93
TOTAL	N	28	2	1	168	199	29	2	1	169	201
	%	14.1	1.0	.5	84.4	100	14.4	1.0	.5	84.1	100

TABLE 5: PARTICIPATION IN SMCM TUITION-FREE EDUCATIONAL BENEFITS

	Employees		Dependents	
1976-1977	N	Credits	N	Credits
Fall 1976	9	44	20	141
Winter 1977	7	12	8	22
Spring 1977	15	45	25	253
TOTAL	31	101	53	416
1977-1978	N	Credits	N	Credits
Fall 1977	11	46	17	169
Winter	4	10	2	6
Spring 1978	13	56	16	171
TOTAL	28	112	35	346
1978-1979	N	Credits	N	Credits
Fall 1978	20	101	25	264
Spring 1979	13	67	22	246
TOTAL	33	168	47	510
1979-1980	N	Credits	N	Credits
Fall 1979	14	90	15	178
Spring 1980	13	57	16	206
TOTAL	27	147	31	384

TOWSON STATE UNIVERSITY
6th MID-YEAR DESEGREGATION STATUS REPORT

April, 1980

Towson State University offers a wide variety of undergraduate programs in the liberal arts and sciences, teacher education, applied health, and business administration, as well as master's degree programs in education and liberal arts specialities. Located in the northern suburbs of Baltimore, Towson serves a geographically and socially heterogeneous population. In the last eight years, the University has undertaken to make its programs and services more responsive to the needs and aspirations of all segments of society.

In addition to its responsibilities to the Maryland Plan for completing the desegration of the public post-secondary institutions in the State, Towson State University has also undertaken the implementation of a comprehensive affirmative action plan, which has been updated and revised to include the latest developments in civil rights matters. Compliance monitoring under both the desegration and affirmative action plans has been assigned to Affirmative Action Officer, who reports directly to the President of the University.

The development, implementation, the evaluation of programs to support the desegration and Affirmative Action goal for the University are continuous processes at various levels of the University. Great reliance is placed on the accuracy and capabilities of the State data processing system.

Student Composition And Recruitment

Analysis of the student composition shows a gradually increasing other race presence in the student body over the past several years. The Fall, 1979, enrollment figures show the following black presence among full-time undergraduate students:

First year, first time students	12.2%
Transfers and other first year students	15%
Second year students	13.3%
Third year students	8.5%
Fourth year students	7.5%
Unclassified students	18%
Total full-time undergraduate enrollment	11.84%

The total number of minorities students increased between Fall, 1978 and Fall, 1979, but there was a slight drop in the percentage of black students. Factors for this are the declining number of college age students and the competition among institutions for black students. It now seems unlikely that we will achieve our original goal of 14% to 16% black students by Fall, 1980.

Minority recruitment under the direction of the Assistant Director of Admissions (minority recruiter) with the help of a multi-racial student recruitment team, focuses on the recruitment of large numbers of qualified minority students. To make perspective minority students aware of the educational opportunities at Towson State University and to present the University as having a socially and psychologically climate suitable for minority students, the program comprises three phases: initial visits in the Fall, return visits in the Winter to help with the applications and financial aid forms, and visits by teams of Towson students during the spring. In addition to participating in the visits, student team members provide additional contact with perspective students: telephone contacts to follow-up missing items on student's applications, direct mailings to minority students to provide admissions information, and conducting student tours of the campus. The Admissions staff is conducting more extensive recruitment efforts in Prince Georges County, as well as Baltimore City to reach more minority students. The Admissions staff is more closely following up initial applications for minority students. Nearly 50% of minority applicants do not complete the application process. It is hoped that more complete application folders will result in increased minority admissions and enrollment.

To supplement the high school visits, the Admissions staff has worked closely with a variety of talent search and support programs. These programs serve as an additional means of identifying students for the purposes of admission, financial aid assistance, and counseling, and a close working relationship with these organizations has considerably improved Towson's image in the black community. The organizations worked with include Direct Search for Talent, Project Open, National Scholarship for Negro Students, Upward Bound Programs of Trinity College, Georgetown University, Howard University, Morgan State University, and Project Go, a program sponsored by the Baltimore City Schools. The Admissions staff is sponsoring more campus visits for such groups. In its efforts to attract transfer students, the Admissions staff has continuing contact with community colleges throughout the State and direct contacts with outstanding minority community college graduates.

The Admissions staff is working closely with the Student Services Division to become more aware of the needs of minority students, especially the provisional students who attend the summer transitional program. The Admissions Office utilizes existing campus resources such as the Afro-American Cultural Center and the various black fraternities and sororities. An audio-visual presentation has been developed portraying opportunities for minority students at Towson State. Increasing problems in the availability of housing and financial aid and the slow rate of processing applications hinders the minority recruitment program. Additional Admissions Office minority staff would help increase our outreached perspective minority students.

Student Services And Retention Program

Retention and student progression are inter-related problems. Retention of minority students depends not only upon creating a campus environment which is condusive to multiracial harmony by providing specific counseling and support services, but also on developing programs that should enable minority students to make reasonable progress towards a degree and other academic goals. The Skills Center continues its commitment to the goal of assisting inadequately prepared students to succeed in college. In an effort to accomplish this most effectively, last year some of the remedial and developmental offerings were decentralized and became the responsibility of the academic departments. The English Department offers two remedial English courses: Developmental Writing and Preparation for College Writing, and houses the writing lab which works with students and their writing problems. The learning lab and the reading center in the education division provide help in reading and study skills. The Chemistry, Business Administration and Economics Departments offer clinics in those fields. After a year of decentralization our assessment of these programs is that they are more accessible to students, and the content of the offerings are more closely connected to the departmental course offering. In Fall, 1980 the Mathematics Department will begin a self-paced mathematics developmental program using video tapes and computer assisted instruction to implement the Board of Trustees' policy for mathematical compentence. This program will have the effect of improving the math skills of underprepared students, many of whom are minority.

The Skills Center continues to offer tutoring in a variety of disciplines. Approximately one-half of the students who receive help from the Skills Center are black. The Skills Center also coordinates the Summer Transitional Program for 60 provisional students, which is again planned for the Summer of 1980.

The attrition rate of black students is still higher than that of white students at Towson State, but the gap is narrowing. Of the students who were enrolled for the first time in Fall, 1976, 24.4% of the white students did not return in Fall, 1977 and 42.4% of the black students did not return. Of the students who enrolled for the first time in the Fall, 1977, 28.9% of the white students did not return in the Fall, 1978; 39% of the black students did not return. In Fall, 1979, 34.9% of the black students did not return, while 24.1% of the white students did not return, showing a significant increase in the retention rate. We are finding that the attrition rate of provisional and higher risk students is twice as high as that of students in general, indicating that our retention effort in both academic and services areas is effective considering that the students in this group begin at a great disadvantage.

The division of Student Services includes a component specifically designed to welcome incoming minority students at the summer orientation program called TRIAD. The Associate Dean of Minority Relations and the Black Student Union participate in this program. The orientation program also includes a session for parents. A number of years ago, it was discovered that minorities were not attending these sessions, so the family outreach program was begun. The orientation staff conducted two sessions per year in Baltimore City schools during 1976, 1977, and 1978. By the Summer of 1978, minority participation in the campus family orientation program increased significantly. The outreach program had met its objective, and it was discontinued. In addition, provisional and high risk students attend TRIAD as a group on specifically designated days so that faculty and Student Services personnel can concentrate on their special academic needs. Courses in which provisional students have been successful in the past are made available to these students, and they are advised to take Orientation, a one-credit course to assist them in developing good study habits and to become acquainted with campus resources.

In the past, minority students have participated in the Counseling Center's services and programs in a proportion greater than their representation in the student body. For example, during Fall, 1978, 14% of the students receiving individual counseling were black; 20% of the students participating in group counseling, workshops, and courses were black. However in 1979, the percentage of minorities seeking service at the Counseling Center was 12%, reflecting their proportional presence in the student body. Perhaps this indicates that minorities are under no more stress than any other students at the University. The Counseling Center offers a number of services specifically for minority students; Leadership I and II and programs offered in conjunction with the Women's Center such as Black Women on a White Campus.

The African American Cultural Center continues to offer a variety of programs: lectures, films, concerts, discussions which focus on the cultural heritage and present status of blacks in America. Over 90% of the participants in the center's programs are black. The center serves the same point of cultural identity for black students on campus. The Women's Center also offers programs dealing with race relations and the needs of minority women and reports that 25% of the people utilizing their resources in attending their programs are black. About 20% of the students seeking help from the Academic Advising Office are black. The Black Student Union is a Student Government Association-sponsored organization for black students which has an active program throughout the year.

The academic program at Towson State University promotes race relations and provides offerings of special interest to minority students. Seven Afro-American study courses were offered during Fall, 1979; five in Spring, 1980. In addition, other courses such as Geography, Urban Geography, American History, Women in Perspective, and Introduction to Human Relations include material on Afro-America.

Financial Aid

Minority students constitute 40% of the recipients of financial aid at Towson State University. This figure indicates that a greater number of black students than white students require financial aid and would not be able to attend college without assistance. We are hoping that the proposed cutback in federal financial aid will not decrease our minority student enrollment significantly.

Employment Composition

There has been a stabilization in the percentage of faculty and staff who are black. Efforts are underway to increase the number, visibility, and job satisfaction of minority faculty and staff members. The faculty hiring guidelines have been revised to consider race a factor in considering a candidate for a position. Currently the full-time faculty at the University is 2.6% black; including the faculty of the Lida Lee Tall Learning Resources Center, the demonstration school on campus, raises the proportion to 4.3. Ten percent of the administrators and professional staff are black.

Administrative Coordination

The Compliance Review Committee serves as a multi-racial coordinating committee specified in the Maryland Plan for Desegregation. Primary responsibility for program monitoring and development rests with the Affirmative Action Officer. The Compliance Review Committee is an advisor to the Affirmative Action Officer. The Affirmative Action Officer maintains a liaison with counterpart personnel at other institutions and State agencies, and also coordinates the internal offices to achieve desegregation goals.

Program Coordination

Towson State University remains committed to inter-institutional cooperation, particularly with the neighboring, predominately black institutions of Morgan and Coppin. At the graduate level, the reciprocal arrangement with Morgan State University is particularily strong. The co-op program at the undergraduate level remains small but viable. Easy registration transportation might make the program more attractive.

Conclusion

Towson State University continues to make process in meeting its desegration goals. Increased enrollment and retention of minority students, development of additional services, and the gradual balancing of staff in all the catagories of employment remain priorities in our desegration program. Within the constraints of an increasingly less flexible budget, the University continues to implement the provisions of the Maryland Plan for Desegration.

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SIXTH MID YEAR DESEGREGATION STATUS REPORT

UNIVERSITY OF BALTIMORE

1980

The University of Baltimore is a public, upper division, coeducational institution, also offering graduate and professional programs. Divisions of the University include a College of Liberal Arts, a School of Business, a Graduate School and a School of Law. Degrees offered include 1 First Professional 8 Masters and 15 Baccalaureate, the latter with 17 majors in the College of Liberal Arts and the School of Business.

In January 1975, the University of Baltimore was brought into the State Higher Educational System as an upper division "Academic Institution", that is third and fourth collegiate year and post graduate studies. As a specialized upper division/graduate/professional institution, the only one of its kind in Maryland.

The primary undergraduate function of the University is to provide academic opportunities and services at the Junior-Senior level to transfer students from community colleges and elsewhere. A liberal transfer of credit policy has been instituted to accommodate transfer students from community colleges and other colleges. Each college of the University has specific objectives; but all strive to transmit to students:

- Mastery of a field of knowledge
- A critical appreciation of the nature and application of knowledge, an understanding of society, and a sense of individual purpose and creative accomplishment
- The need for constructive participation in the democratic processes of the University and the larger community in which it functions

The undergraduate schools have been changed to conform to upper divisional status. The Maryland Council for Higher Education defines upper division status for the University of Baltimore to mean that full-time enrollees shall be only those students who are enrolled at the junior level and above. As of the Fall 1976 semester, or thereafter, a minimum of 56 credits must be earned outside of the University of Baltimore for a degree/certificate/diploma at the institution. As of September 1976, the University will admit as full-time students only those persons who have accumulated 56 credits or more. After September 1976, no person without Junior standing or above may be enrolled for more than 9 credits per semester. None of the above definitions shall be applicable to students enrolled at the University of Baltimore prior to the Fall semester, 1975. The above mentioned undergraduate admissions criteria make the University unique from other public institutions in the state and also nationwide.

STUDENT COMPOSITION

Based on available data, the Fall 1979 total enrollment statistics are as follows:

2,999	Undergraduate	55.6%
1,481	Graduate	27.5%
914	Law	16.9%
5,395	Total	100.0%

Minority Enrollment

	American Black	
705	Undergraduate	23.5%
205	Graduate	13.8%
30	Law	3.3%
904	Total	17.4% of 5,394 21.0% of 4,480 non-law

The minority student population has increased .9% from last year's total of 16.5%. The increase seems to be concentrated on the undergraduate level. The minority graduate student and law student percentage rate has decreased from last year's 19.8% down 8.9% and 3.6% down .3% respectively. The exact cause(s) of the decline in the enrollment of these students has not been determined at this time. It is suspected that the decline is linked to attrition and the present economic situation. Statistical data reflecting minority attrition rates is incomplete at this time. This problem is being researched and the results will be available at a later date.

STUDENT COMPOSITION

The student profile is interesting and unique. The average age of the students is 27, 80% of the student body is employed, 39% are married, 62.4% are part-time, and 37.6% are full-time students. There has been a steady increase in the number of minority students as well as female students in recent years. The average age of the student has remained constant as has the percentage of students employed. There appears to be a marked increase in the number of city residents attending the University. The following information is based on Fall 1979 available data of in-state residents, in all student categories (ex. undergraduate, graduate, law, part and full-time students):

Baltimore City:

Blacks	603	14%	of	4,240
Whites	1,072	25%	of	4,240

Baltimore County:

Blacks	155	.4%	of	4,240
Whites	1,509	36%	of	4,240

Anne Arundel County:

Blacks	23	.1%	of	4,240
Whites	446	11%	of	4,240

Harford County:

Blacks	11	0%	of	4,240
Whites	225	.5%	of	4,240

Howard County:

Blacks	18	0%	of	4,240
Whites	178	.4%	of	4,240

The data suggest that the majority of the University's blacks students reside in Baltimore City and most of these students transfer from the Community College of Baltimore. The majority of the white students reside in and commute from Baltimore county followed by Anne Arundel, Harford, and Howard counties respectively. The percentage of black students that reside in and commute from Baltimore county and the surrounding counties is low at this time.

GRADUATE PROGRAMS

Graduate programs at the University are at present almost entirely part-time evening programs. All graduate programs have the option of requiring additional admissions devices such as letters of recommendation, Graduate Management Admission test scores, Graduate Record Examination test scores, and a satisfactory grade point average. Nevertheless "conditional" admission is possible in all these programs. An interview with the department chairman is necessary and required prior to enrollment.

LAW SCHOOL ADMISSIONS

Admission to the University's Law School is based upon the student's undergraduate grade point average and the Law School Admission Test scores. The average test score for the August 1979 entering class was approximately 590 on the L.S.A.T. and approximately 3.1 for the undergraduate grade point average. The Director of Law School Admissions office and the Law Minority Relations Counselor have visited all Maryland institutions of higher learning,and they have made a special point of visiting those campuses which have predominately minority enrollment for recruitment purposes. The Law School has experienced some difficulty in attracting qualified minority students. It is a rigorous academic program and the qualified minority student is vigorously sought by all American Law Schools. The University's financial aid in terms of "Other Race" Grants has been limited, thus hampering recruitment efforts in attracting minority students. Minority Law Students are eligible to receive funds from the Minority Law Student Grant from the State Legislature. This grant will aid in the recruitment of minority law students. The objective of the Minority Law Student Grant is twofold: (1) to attract and admit as many qualified minority applicants as possible, and (2) to retain those students who were admitted through completion of the Juris Doctorate degree requirements. The University's current financial aid (which basically covers the costs of tuition and books) is not adequate enough to attract the more qualified minority student applicant,because most minority applicants are also in need of a stipend that includes a housing allowance. Thus, many referrals either apply for the Evening Division of the Law School, or do not apply at all.

As a result of the limited financial assistance to the Minority Law Student, the Law Schools with larger financial assistance programs will usually attract and enroll this student.

The University employs a Law Minority Relations Counselor. This person works very closely with the Director of Law Admissions in the recruitment of potential minority law students.

During the summer of 1975, the Law School introduced its pilot program. This program introduced first year Law Students to academic preparation for survival skills in Law School. They were exposed to many Law School concepts, ex., preparing legal brief, legal writing, and in general the format for a first year Law student's requirements.

First year Law students of 1976 were introduced to an improved and expanded Summer Law program. New courses have been added to benefit the student. An improved orientation program and a "contracts" course will be added to assist the student in improving his/her legal skills. Minority students as well as Non-Minority students are encouraged to participate in this program. Student response to this program has been favorable.

COUNSELING SERVICES AND ACADEMIC SUPPORT PROGRAMS

The University's Counseling Center has services and programs to benefit the minority student as well as the non-minority student. Counselors are available on a day and evening basis to counsel all students. Counselors are involved with Admissions, Academic and Personal types of counseling. There is a minority relations counselor on duty in the event that her services are required. The Counseling Center offers numerous examinations for advanced placement credit, graduate school testing requirements, and vocational interest test. Small group counseling sessions are encouraged for students with poor study habits. A tutorial program is available for students requiring the service.

As initiated by the Maryland Board of Trustees of the State Universities and Colleges, the Academic Retention Program seeks to provide quality, low-cost undergraduate and graduate education to all within the State College and University system. The specific focus of the program is the development and support of the underprepared student who demonstrates inadequacy in the basic skills and in the persistence necessary for successful completion of the college curriculum.

In accordance with the goals of the Academic Retention Program, efforts are underway at the University of Baltimore to identify the underprepared student and to collect data which will identify the variables associated with his lack of preparation. Concurrently, interviews are being conducted with the administration, faculty, and existing support service personnel to identify areas of particular academic concern in the classroom and to identify policies and procedures which are non-supportive of the underpreapred student.

Considerations are currently being made as to the most appropriate means of identifying future underprepared students, referring them to support services, and providing them with individualized programs of instruction. Also, of particular concern, are the means by which the faculty may best be made aware of the characteristics and learning styles of underprepared students so that effective modes and methods of instruction may be implemented. The Academic Retention Program was initiated at the University of Baltimore in

February 1977, with the appointment of an Academic Retention Specialist whose function is to serve as the coordinator for the Program. The General objectives of the University's program are the coordination and extension of existing support services and the development and implementation of new services in areas of demonstrated student need.

The Academic Resource Center has been established as the base of operations for the Academic Retention Program, providing remedial and developmental instruction in basic academic skills (reading,writing and mathematics) in study skills, and in content-area subjects, which present particular problems for the underprepared student. The general operation and maintenance of the center is under the direction of the Academic Retention Specialist, who also provides evaluation, diagnosis, and programming in reading and study skills instruction.

The Academic Resource Center program of the Counseling Department provides the following non-credit developmental/remedial services for undergraduate, graduate, and professional students: (1) a resource center which offers professional (a full-time English and a full-time mathematics instructor) and programmed instruction in basic skills, study skills, and troublesome content areas; (2) a series of mini-courses (ranging from 2 to 24 hours in length) which offer expert instruction in study skills, test-taking, effective reading, and student assertiveness; (3) a math review course in basic algebra which offers underprepared students instruction in skills prerequisite to required course work (5 sections are provided during the academic year; each is equivalent to 3 credit hours); (4) writing review classes which offer testing and instruction in advanced-basic English skills for entering law students (a total of 16 hours). Additionally, the program provides classroom testing of basic skills on faculty request and provides reports based on student-performance data to faculty and administration.

FINANCIAL AID

The Financial Aid Office at the University of Baltimore administers Federal, State, Local and Institutional Programs totaling over two million dollars. Minority students are eligible for and apply for all of these programs to assist in the financing of their education at the University. We find that the majority of our most needy students tend to be minorities with approximately 50% of our aid resources to minorities.

The Aid Office's primary function is to assist needy students to meet their budgets annually. There are three programs at the University that are especially designed for minority students. These are the Minority Law Grant, the Other Race Grant - Undergraduate and the Other Race Grant - Graduate. The first is a grant program sponsored by University resources, with the latter two programs being sponsored by the Maryland State Scholarship Board. All other aid programs have equal access to minority students based on the various eligibility requirements of those programs.

Listed below are the funds available for the 1980 fiscal years and our projection for the 1981 fiscal year.

Other Race - Undergraduate	60,000	100,000
Other Race - Graduate	14,500	60,000
Minority Race Grant	50,000	50,000
BEOG	325,000	400,000
SEOG IY	24,000	35,000
SEOG RY	62,639	115,000
Merit Scholarship	80,000	80,000
Foundation Fellowship	40,000	40,000
LEEP	159,000	159,000
Emergency Loan	5,000	5,000
NDSL	131,000	190,000
Guaranteed Student Loan	800,000	1,000,000
College Work-Study	161,000	200,000
Institutional Work	220,000	220,000
	2,132,139	2,654,000

Our minority population has increased from 15% for Fall of 1976 to 17% for Fall of 1979 of the total enrollment. Our undergraduate population is 23.5% of the enrollment. As the minority enrollment increases, our request for additional minority aid funds have increased. With increased minority undergraduate enrollment, the minority graduate population will increase and substantiate the graduate funding.

The University has been successful in attracting and recruiting undergraduate students. Visitations are still made at the high school level to prepare those students for possible admission after the attainment of 56 transferable credits. All high schools are visited primarily to generate an interest in the University. Cooperative recruitment programs are scheduled at all community colleges and equal time granted to all potential applicants. The admissions staff instituted the "instant admissions" procedure and merit scholarships are available to all qualified students. Bi-racial recruitment teams are used and a bi-racial staff is on duty at all times in the Admissions Office.

EMPLOYMENT COMPOSITION

The University has encountered serious problems in attracting Black faculty members. We realize that non-traditional means for searching out and identifying minority candidates for faculty and staff positions have to be utilized. We have directed our recruitment efforts toward minority publications, newspapers, professional organizations, and journals of higher education. We have written to Black Professional Organizations asking them to forward to us the names of qualified minorities to fill faculty positions. The response rate from the professional organizations has been poor. The University has placed faculty and administrative vacancy listings in the State Board for Higher Education's Central Placement Bureau in hopes of attracting minority applicants. As of the Fall 1979 term, the University has hired two minority full-time faculty members to teach in the School of Business.

All full-time faculty members are required to possess the terminal degree in their respective disciplines. In many instances minorities holding the Pd.D. Degree will be attracted to the larger college or university where the salary scale is higher than that of the University of Baltimore. Competition with the college or university for the minority faculty person with the terminal degree is intense. As the necessary resources are made available, in-service training programs will be provided. The University encourages and supports employee enrollment in University programs that will lead to increasing the employees ability to qualify for promotional opportunities.

ADMINISTRATIVE COORDINATION

The Multi-Racial Coordinating Committee is composed of faculty members, administrators, and students from the College of Liberal Arts, Law School, School of Business, Admissions, Public Information, Financial Aid, and the Graduate School. The coordination of all programs and policies related to the recruitment and retention of minority students, and grievances with racial overtones, will be directed to the Multi-Racial Coordinating Committee. The Multi-Racial Coordinating Committee makes recommendations to the President of the University.

PROGRAM COOPERATION

As a part of its desegregation efforts, the University of Baltimore and Morgan State University have jointly implemented the Graduate Program in Sociology. The Graduate Program in Sociology is a two tiered program which is offered jointly by the two universities and a Doctor of Philosophy degree in Sociology is offered by Morgan State University with instructional support from the University of Baltimore. Special features of the program at the institutional level are its provision for extensive faculty interaction between the two participating universities and its emphasis on completely avoiding duplication in course offerings in the program at these institutions. It should also be noted that this joint program will dramatically contribute to the state's efforts to further desegregate higher education with respect to students and faculty. For the past two semesters Morgan has sent one student to the University of Baltimore. On the other hand, the University of Baltimore has sent four students to Morgan State University. There are currently approximately twelve students enrolled in the program.

The opportunity exist for Coppin State College and the University of Baltimore students to enroll in Criminal Justice courses cooperatively. On the undergraduate level, the University of Baltimore takes part in the cooperative education program of the greater Baltimore area public four-year institutions project. The participating institutions are: Bowie State College, Coppin State College, Morgan State University, Towson State University, University of Baltimore, and the University of Maryland Baltimore County. Currently, thirteen students have attended the University of Baltimore from the previously mentioned institutions under the cooperative arrangement and two University of Baltimore students are now attending one of the participating institutions.

The University has been actively involved with the Minority/Other Race Internship Program. In past years, the University of Baltimore minority graduate students have served their internships at the University of Maryland, College Park and one white University of Baltimore graduate has been placed at Morgan State University. The University of Baltimore has received minority graduate students from Morgan State University and University of Maryland Baltimore County, and the University of Maryland College Park. For the summer 1980 through summer 1981, the University of Baltimore has requested six Minority/ Other Race Graduate Interns to be placed in various departments to acquire administrative and/or faculty experiences.

UNIVERSITY OF MARYLAND AT BALTIMORE

FIFTH MID-YEAR DESEGREGATION STATUS REPORT

1980

UMAB PROFILE

University of Maryland at Baltimore (UMAB) is located in downtown Baltimore. The campus has in its educational complex the only publicly funded School of Medicine in the State; the only Schools of Dentistry, Pharmacy, Social Work and Community Planning and graduate nursing programs in the State of Maryland; and one of the two Schools of Law in the State. University Hospital is an integral part of the campus educational environment. Teaching, research, and service are the central purposes of UMAB. Integral to each of these purposes is the underlying responsibility of a public university to educate professionals who provide for human service requirements consistent with the geographic and population dynamics of the State.

The University of Maryland at Baltimore professional schools approach recruitment, admissions, retention, and graduation as a total process. If we are to increase enrollment from under-represented groups, we must systematically develop total pipeline techniques. This report reflects the progress made toward involving UMAB professional schools toward a centrally designed approach.

STUDENT COMPOSITION

Student Population Racial Characteristics

Table 1 shows the 1979-80 enrollment data by sex and race for all students attending schools at the UMAB campus.

TABLE 1: UMAB STUDENT ENROLLMENT BY SEX, BLACK MINORITY, AND ALL OTHER MINORITIES

Enrollment

Total		Female		Black Minority		All Other Minorities	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
4,742	100	2,671	56	403	8	157	3

Only 11% of the total student population is minority and only 8% are Black, far below a representative 18%.

Table 2 shows 1979-80 enrollment data by race and sex for the UMAB Schools of Dentistry, Law, Medicine, Nursing, Pharmacy, Social Work and Community Planning, Allied Health, and Graduate School.

TABLE 2: TOTAL 1979-80 UMAB STUDENT RACIAL COMPOSITION BY PROFESSIONAL SCHOOL AND GRADUATE

Professional School	Total Enr.	Male	Female	Black	Other Min.*	All Others
Dentistry	606	494 (82%)	112 (18%)	39 (6½%)	33 (5½%)	534 (88%)
Law	796	481 (60%)	315 (40%)	98 (12%)	9 (1%)	689 (87%)
Medicine	828	609 (74%)	219 (26%)	45 (5%)	39 (5%)	744 (90%)
Nursing	1126	51 (5%)	1075 (95%)	90 (8%)	23 (2%)	1013 (90%)
Pharmacy	344	192 (56%)	152 (44%)	30 (9%)	31 (9%)	283 (82%)
Social Work	763	190 (25%)	573 (75%)	84 (11%)	8 (1%)	671 (88%)
**Allied Health	279	54 (19%)	225 (81%)	17 (6%)	14 (5%)	248 (89%)
Graduate	1388	369 (27%)	1019** (73%)	111 (8%)	28 (2%)	1249 (90%)

*Other Minorities Includes Spanish Surnamed, Oriental, American Indian

**When students enrolled in the Nursing Program are eliminated from the total, this percentage is 48%.

***Allied Health includes the departments of Physical Therapy, Medical Technology, Radiologic Technology, and Dental Hygiene.

It is clear that the majority of our schools, especially the science curriculum schools, are considerably below population representation with regard to Blacks.

RECRUITMENT/RETENTION

DENTISTRY:

Minority Recruitment Efforts

The Assistant Dean for Recruitment and Admissions has the responsibility for all recruitment activities of the Dental School and was greatly assisted during this year by the Minority Recruitment Committee and the minority members of the student body. The Plan of Organization of the Dental School provides that all recruitment and admissions activities will be coordinated through the Office of Recruitment and Admissions with the following subcommittees being active in their respective area and being responsible to the Assistant Dean for Recruitment and Admissions: Subcommittees on Dental Student Admissions; Postgraduate Recruitment and Admissions; Dental Hygiene Admissions; Dental Student Recruitment; Minority Recruitment; and Dental Hygiene Recruitment. The committees responsible for recruitment shall actively advise prospective and actual applicants about career opportunities in the dental profession and shall attract qualified candidates to apply to and matriculate in programs leading to the respective degrees. Particular attention shall be given to members of minority groups and residents of underserved area of Maryland. The intent of this organization is to benefit the Dental School by having more faculty, alumni and student involvement in the recruitment process as well as by having more cooperation and coordination between the people interested and active in admissions and recruitment functions. A Recruitment Coordinator was hired in November 1979 to assist the Assistant Dean for Recruitment and Admissions in coordinating all recruitment activities involving the Subcommittee on Dental

Student Recruitment and the Subcommittee on Minority Recruitment Committee. There were an increased number of contacts made during the Fall with applicants and with groups requesting admission information, but unfortunately the person left this position in January 1980. A new person will begin as of July 1980.

The UMAB campus through the Office of Student Affairs Coordination was awarded a three year grant designed to increase the number of minority students, students from underserved areas in the State, and women applying to the Schools of Dentistry, Medicine, and Pharmacy. This Health Career Grant has four program areas each of which is designed to inform students about a career in one of these three professional areas. The Dental School is very much involved with this grant through the participation of the Associate Dean for Academic Affairs, the Assistant Dean for Student Affairs, and the Assistant Dean for Recruitment and Admissions. The four programs are as follows: Health Career Institute, a three day program designed to motivate students to identify specific interest area and to define clearly their career goals; Interprofessional Studies Institutes, a six-week program designed to prepare the students for entrance into a professional career by presenting enrichment activities in Math skills, Inorganic Chemistry, Organic Chemistry with application to Biochemistry, Anatomy and Physiology, and diagnostic testing in reading, study and communication skills; Operation Dental Career, a two-week program designed to expose students to the occupational role of the dental professional in delivery of services to the public through lectures, seminars, multimedia presentations and observation in the dental clinic; and Pre-Professional Research and Training program, a summer work experience in one of the three professional schools involved. Recently an additional program was added entitled Career Opportunities Institute for junior high school students. The Dental School participated in the program this year and very much interest was evident from the students who toured the Dental School as their professional choice. There has been an intense interest in each of these experiences and the Dental School is anticipating increased numbers of students from the groups of people served by this grant to apply to the Dental School.

A third major program which continued this year was the Honors Program at University of Maryland Eastern Shore. This program is designed to recruit minority students and students from underserved areas to enter the undergraduate Honors Program at UMES and, in turn, to continue, following graduation, in one of the professional schools on the UMAB campus. Each professional school on the UMAB campus is intimately involved, through an appropriate individual from that school, in the recruitment, selection and admission of students to the Honors Program as well as the continual monitoring of these students while they are at UMES. Continual counseling of these students will be done by the respective professional school representative as the student prepares to apply to the professional school they desire to enter. In this way, highly qualified and motivated students will be attracted to matriculate in one of the professional schools on the UMAB campus.

Each of the items mentioned above will serve not only to attract highly qualified students to apply to our Dental School, but also to matriculate. There were 75 applications received from Black applicants from the American Association of Dental Schools Application Service for the class entering 1979. Nineteen of these applicants were interviewed and thirteen offers were made. Out of these thirteen seven accepted but two later cancelled their reservations, two declined the offer, and four did not respond. The subcommittee on Minority Recruitment is currently contacting those who did not accept our offer in an effort to determine their reasons. Of those who accepted our offer, three were residents and attended the following undergraduate institutions; two from UMCP, and one from Johns Hopkins University. The two non-residents, who accepted our offer attended the following undergraduate institutions; Knoxville College, and Jackson State.

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DENTISTRY Cont'd.

Our target population is primarily those from Maryland and, to a lesser extent, those east of the Mississippi River. For the class entering our Dental School in 1979, as well as in 1980, letters and information blanks were sent to all Black students within this area who registered for the April 1979 Dental Admissions Test as well as to Black students who were listed on the National Merit Scholarship awards who expressed an interest in dentistry. Visitations were made by either the Assistant Dean for Recruitment and Admissions, the Chairman of the Subcommittee for Minority Recruitment Committee, or the members of the latter committee to career days or to other activities held at Bowie State College, Coppin, Morgan State University, UMCP, UMES, and UMBC as well as at Fisk University, University of Pittsburgh and Howard University. Milford Mill High School and Woodlawn Senior High School were also visited.

Any type of recruitment effort is always limited by the manpower and financial resources available. The Dental School was fortunate to receive some additional funding from the Desegregation Budget to hire a full-time person to assist the Assistant Dean for Recruitment and Admissions in coordinating the minority recruitment activities, to hire a part-time Clerk-Typist, to have available six additional $3000 grants to assist resident Black applicants to meet their first-year financial costs, and to have additional funds for tutorial help to assist in the Dental School's retention activities. It is hoped that each of the items mentioned in this report will contribute in its own way to make the Dental School's effort successful.

Retention Programs

The Dental School Retention Programs include the following:

(1) Prematriculation Academic Summer Session (PASS) - Black students who have been accepted for admission are invited to participate in this eight-week program. The purposes of this program are as follows: (a) to familiarize students with the type of academic program they will be experiencing in the fall semester;

DENTISTRY Cont'd.

(b) to provide students an opportunity to complete an academic course (Biochemistry) for credit, thereby reducing the academic load during the fall semester: (c) to provide students with close tutorial assistance; and (d) to provide training in the Hanau Study Skills.

(2) Academic Counseling Program - The purpose of this is to identify potential academic problems and assign to appropriate tutorial, remedial, and curriculum programs, i.e. Specially Tailored Academic Program (STEP). The counseling program is available to all students who may need this type of assistance.

(3) Study Skills - Students needing assistance with study skills are able to seek assistance on their own or are directed to receive assistance from the study skills person from the Office of Student Affairs Coordination for the UMAB campus. The purpose of this activity is not only to diagnose what the problem may be, but to assist any student who may be experiencing trouble in taking notes, organization of notes, test taking, memorizing material, etc.

LAW:

Recruitment Strategies

The strategies used at the Law School during the past year, and which will be used in the coming year, to recruit black applicants include the following: (1) In the fall, admissions personnel and members of the Black American Law Students Association (BALSA) made recruiting visits to many colleges and universities in Maryland, including all with sizable numbers of black students. Some of these visits were to college career days, others were to special sessions set up between the undergraduate school and representatives of the Law School. At predominantly white schools, a specific attempt was made to reach black students, usually through contacts with minority program advisors. Because many potential minority applicants (both resident and nonresident) are attending schools outside of Maryland, visits to schools in other states include specific attempts to contact minority students. (2) The Law School identified blacks interested in law through the Law School Candidate Referral Service, which provides the names of individuals who have registered for the Law School Admission Test and Law School Data Assembly Service. Invitations to apply were sent to promising candidates on the LSCRS list. (3) A pamphlet describing our minority program (including pertinent aspects of the educational program, statistics on enrollment, and sources of financial aid) was prepared and given to every potential candidate identified as black. Two pamphlets published by the Law School Admissions Council, "Law as a Career" and "Prelaw Advice for Minority Students", were also made available. (4) The Law School hosted a reception for minority applicants and prospective applicants. Participants had the opportunity to sit in on a class, participate in a BALSA meeting, and speak with students and faculty. (5) Black applicants accepted were invited to an informal reception at the Dean's house; an opportunity to meet their new classmates and upperclassmen as well as respected members of the practicing bar. (6) A number of potential applicants were referred to the school by alumni and currently enrolled students. (7) During 1978-79 the Law School and other UMAB professional schools worked with UMES in developing the UMES-UMAB Honors Program. It will be described in our catalog as follows:

> The Law School and other professional schools on the Baltimore City campus have joined with the University of Maryland, Eastern Shore (UMES) in development of a four year undergraduate Honors Program at the UMES campus. Students completing requirements of the Honors Program Law track, requirements which include an acceptable score on the LSAT, will be admitted to the Law School for the academic year following graduation from UMES. Candidates for admission to the Law School must complete admissions applications procedures as described above.
>
> For additional information write to the Chairman of the Honors Program Committee, UMES, Princess Anne, Maryland 21853.

(8) The Law School participated in the UMAB Career Information Day. Many of the high school juniors attending were black.

As a result of these activities, the School received 137 applications from minority students in 1979, of which 66 were accepted. This number of applicants is a decrease from the high levels of 1974 and 1975 (approximately 200 applicants), but the number accepted was higher than in any other year.

LAW Cont'd.

Retention Programs

The Law School has developed several programs designed to assist minority students in successfully completing the program of legal education and passing the bar exam. All blacks accepted for fall enrollment are invited to participate in an intensive two week pre-enrollment "introduction to the study of law" program. This introduction to the skills of analysis, synthesis, research and writing critical to successful participation in the academic program, was supplemented for the first time in the fall, 1979 by a weekend tutorial. Faculty and recent graduate tutors continued to work with students during the semester on those skills which together with substantive law are the focus of the first year legal program, and which are necessary components of lawyering both in the classroom and later in practice.

First year students participate in a practice examination program and tutorial assistance is available for those experiencing difficulty with a particular substantive course. In the upper class years, the Law School makes available a course in legal writing; this is designed to help students overcome writing deficiencies, a serious problem which affects student performance on examinations, papers, etc. A tutorial program is also available. (BALSA also operates a "buddy" system to insure first year students benefit from the experience of those who have successfully preceded them.) In 1977, 1978 and 1979 during the period between graduation and the Bar Examination, the Law School offered a program to assist minority students with preparation for the Bar Examination. Organizational and teaching improvements instituted as a result of experience in previous years resulted in improved bar passage (five of eleven, 45%) of those participating. Overseeing these programs, which are entirely voluntary for the students, is the Minority Students Committee which consists of both faculty and students.

MEDICINE:

Minority Recruitment Efforts

Current recruitment efforts include on-site visitations to colleges and high schools and activities at the medical school for potential applicants. The general purpose of the activities is two-fold: 1) to provide information on the admissions process and opportunities for minorities at the School of Medicine and 2) to provide information that will facilitate adequate preparation for medical school.

We are increasing our activities for high school students through the Health Career Pipeline Program and through increased numbers of visitations to Careers Day programs at the high schools.

MEDICINE Cont'd.

Recruitment trips were made to the following schools:

Colleges

Bowie State
Coppin State
Georgetown University
Goucher College
Howard University
Morgan State University
Loyola College
Prince Georges Comm. College
UMBC
UMCP
UMES

Junior High / Senior High

Northern High School
Walbrook High School
Winston Middle School

RETENTION PROGRAMS

The summer gross anatomy course continues to be an important reinforcement for entering minority students. Six of the nine entering minority students participated in the 1979 course. All of these successfully completed the course and thus were exempted from the regular course in the fall.

Additional supportive services include:

Tutorials - Student tutors are provided through the Office of Medical Education. Individual tutoring in study skills and test-taking techniques are provided by Ms. Billie Spruill of OSAC.

Study Skills and Test-Taking Workshops - Small group workshops have been implemented by OSAC and the Office of Student Affairs.

Personal and Academic Counseling - This service is provided by personnel in the medical school and by OSAC staff. The School of Medicine recently instituted an academic monitoring program. This service is designed to provide early identification of students who are having academic problems and to provide counseling so that appropriate remedial efforts can be taken by the student. The departments provide information to the Office of Student Affairs (OSA) on student test performance. Student Affairs (OSA) personnel then meet with students who are having difficulty to discuss the problem and to provide counseling for remediation.

Summer Reinforcement for Matriculating Students - Preparatory tutorial courses in Pathology and Immunology were provided for minority students again during the summer of 1979. Six students participated in the program. Three were involved in Pathology and Immunology only. The remaining three were involved in studying for make up examinations in freshman courses while participating in the sophomore preparatory courses.

MEDICINE Cont'd.

RETENTION RESULTS

The percentage of minority students retained continues to be improved over that of the early Seventies. Of the students who entered in 1977 and 1978, 88-90% are still enrolled in school. A large percentage of minority students are still being delayed in their progression through school. Given below is a summary of retention data for students who entered in 1977 and 1978.

Retention Data for the Classes that Entered in 1977 and 1978

Minority Students	1977	1978
-Number who entered for the first time	16	11
-Number dropped	2(12.5%)	4(36%)
-Number dropped and readmitted	1	3
-Number delayed 3/2 Program	6(37.5%)	5(45.5%)
-Number who advanced on time	8(50%)	5(45.5%)

Non-Minority Students Who Entered in September 1978	
-Number Dropped	3
-Number Dropped and Readmitted	2
-Number Delayed	3

Fourteen (14) minority (black) students are in the current graduating class. Nine of these are students who advanced on time and five are students who were delayed. Although the graduation of these five is delayed, we are pleased to be providing these students with the M.D. degree.

MEDICINE Cont'd.

FUTURE ACTIVITIES

The School of Medicine will be providing summer reinforcement programs for both students entering for the first time and for current students who will be taking sophomore courses.

The Summer Anatomy Course will be offered for pre-matriculating students. A program consisting of remedial tutorials for first year courses and preparatory tutorials for sophomore courses will be provided for matriculating students.

Both of the summer programs will be opened to other Health Career Grant eligible students (women and students from underserved counties) this summer.

Continued emphasis will be placed on developing programs to improve the retention rates of minority students and to recruit increased numbers of high quality minority students. This is being done by increased emphasis on identifying and interacting with high potential high school students.

The School of Medicine recently received a grant to provide biomedical science research preceptorships for minority high school students during the summer of 1980. This program will be an important factor in our goal of increasing the number of minority students graduated from the School of Medicine.

NURSING:

Recruitment Efforts

In an endeavor to increase the efficiency and effectiveness of recruitment of all students, and especially the minority students, two School Committees were essentially combined in Fall, 1979 and titled the Committee on Public Relations and Recruitment and Retention of Minority Students. It has been a very active committee during academic year 1979/1980.

The following goals were formulated and implemented by the committee members:

1. Clarified the role of nursing today through site visits to area public schools so that students who enter nursing have a more realistic perspective of the profession and to local baccalaureate programs to clarify the nature of graduate education in nursing.

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NURSING Cont'd.

2. A slide presentation which was developed and used at Careers' Day in March, 1979 has an emphasis on recruitment of minority students. It has been effectively used many times during academic year 1979/80.

3. A brochure "Baccalaureate Program for Generic Students" was revised and made available to Maryland Colleges.

4. A Nursing Careers' Day was held March 26, 1980 as part of the UMAB Campus Career Information Day. There were approximately 100 participants. A number of minority students, particularly Black, who are juniors in high schools in and around Baltimore and various parts of the State attended.

In academic year 1979-1980 the committee members participated in Health Career Day Programs to discuss nursing and nursing education in various parts of Maryland. Sites visited included: Charles County Community College, Catonsville Community College, Prince George's Community College and High School Fair, Frostburg State College, and four senior high schools. The committee has been actively involved in working with the pre-nursing advisers at UMBC. The activity with UMBC is of particular importance since many of our minority students attend this campus prior to coming to the School of Nursing.

Members of the committee continue to be concerned with the retention efforts of the School of Nursing. They have been involved in the retention of students from minority groups through representation and participation in:

1. The Committee on Graduate Admissions, Progression and Graduation.

2. The Committee on Undergraduate Admissions.

3. The Committee on Academic Progression of Undergraduate Students.

4. Student Support Services e.g. assisting with writing skills.

5. Academic Advisement and Counseling.

The Committee intends to focus on the following activities in the future:

1. Retention Activities - They plan to develop seminar sessions for minority students admitted to the School in Fall 1980. The purpose of the sessions will be to allow minority students to verbalize their feelings about attendance at the School of Nursing and to make it known to the faculty how the faculty can be most helpful to them.

2. Retention Activities - Continue to work with graduate and undergraduate faculty members as needs related to the retention of students from minority groups arise.

3. Recruitment - Continue to work co-operatively toward the development and implementation of programs for school counselors.

4. Recruitment - Continue to honor requests from high schools and colleges to participate in career opportunity programs and activities.

NURSING Cont'd.

The Committee is aware of the University's committment to recruit academically outstanding students to the University and are supportive of this endeavor. In the near future they will be having, as a special guest, a student who has earned extremely high S.A.T. scores and who has chosen nursing as her major. During the student's visit to campus the committee will tour her, take her to lunch and allow her to sit in classes if she so desires. Also, the Committee is monitoring the progress of the three (3) students who have been admitted to the UMES's honors program (pre-nursing).

During the Fall of 1979 the staff of the Office of Admissions and Progressions developed a special brochure for registered nurse recruitment. A major activity of this office is conducting group admission counseling sessions. Since Fall of 1979, the office has conducted a number of counseling sessions. Attendance for the sessions are in high demand and are restructed to 20 people. The restriction on attendance is necessary in order to promote open discussion and permit the handling of individual questions.

Dr. Daryl Stewart, who is the Director of the Counseling Center for the Allied Health Professions at College Park, represents the Nursing School on the articulation team that regularly visits the various community colleges for advisement and recruitment purposes. She was previously a member of the School's Admissions and Progressions staff and knows the School's commitment to recruit and retention of minority students.

It is felt that the School's attempts to increase the coordination of recruitment efforts should have a positive impact on recruitment of Blacks and other minorities, but not immediately since much effort is spent with high school students who will not be eligible for admission until 1981 at the earliest. This is not to suggest that the School is satisfied with its efforts. A request has been made for a Recruiter for academic year 1980-1981. No decision on this request has been made as of this date. It is felt that such a person is needed to establish a coordinated system of recruitment at lower division feeder colleges (University of Maryland system, State and Community Colleges). With a full time recruiter we could extend recruitment efforts by establishing programs with high schools especially those that tend to serve the minority population. An example of such a program would be assisting the high school in setting up future nurse clubs. Also, more recruitment contacts could be initiated by the School with minority churches, clubs and sororities if a full-time recruiter were hired to plan and coordinate efforts. Attempts will be continued to secure a budgeted position. Lack of financial support to cover travel expenses for recruitment efforts severly limits the School's ability to attract students outside the local area. However, the school bulletin and a brochure on the graduate program are mailed nationally to all baccalaureate nursing programs each year.

The undergraduate minority students who entered the School of Nursing in the Fall of 1979 attended 13 educational institutions in Maryland and 1 outside of Maryland (see Table 3).

Table 3

Fall '79 Undergraduate Admissions by Minority Status and Institutions

Institutions in Maryland	Minority Status								Total
	HISP. Basics	HISP. R.N.	BLK/AM Basics	BLK/AM R.N.	FILIPINO Basics	FOREIGN Basics	ASIAN Basics	ASIAN R.N.	
College Park	1	0	0	2	0	1	3	0	7
CCB	0	0	1	3	0	0	0	0	4
UMBC	0	0	9	2	0	0	2	0	13
Prince George	0	0	0	1	0	0	1	0	2
Montgomery Co.	0	0	0	1	0	0	0	1	2
Morgan	0	0	0	1	0	0	0	0	1
UMES	0	0	1	0	0	0	1	0	2
Towson	0	0	0	0	0	0	1	0	1
Essex	0	0	0	0	0	0	1	0	1
CCC	0	0	0	1	0	0	0	0	1
UC	0	0	0	1	0	0	0	0	1
Harford	0	0	1	1	0	0	0	0	2
Coppin	0	0	0	1	0	0	0	0	1
Sub-total	1	0	12	14	0	1	9	1	38
Outside of Md. Insts.									
4-yr. Inst.	0	0	0	0	0	0	1	0	0
Grand Total	1	0	12	14	0	1	10	1	39

The 32 minority students currently enrolled in the graduate program graduated from 17 different baccalaureate programs including 3 in Maryland, 9 from out-of-state, and 5 in foreign countries.

Table 4

Fall '79 Graduate Admissions By Institutions

Location of College	Name of College	Number of Students
Maryland	University of Maryland at Baltimore	10
	Columbia Union	2
	Coppin State	3
		15
District of Columbia	Georgetown Univ.	3
	Howard University	2
		5
Other States	Florida International Univ.	1
	Florida A & M University	1
	North Carolina Central	1
	Georgia State University	1
	University of Massachusetts	1
	University of Pittsburg	1
	Tuskegee Institute	1
		7
Foreign	University of Manila	1
	Concordia College, Manila	1
	St. Paul College, Manila	1
	National Taiwan University	1
	University of Santo Tomas, Manila	1
		5

These numbers do not necessarily reflect current states of residency since many masters nursing students return to school following extensive work experience.

NURSING Cont'd.

Retention Programs

Undergraduate Program:

A. Alternative Curriculum Timing Program (ACT)

The Alternative Curriculum Timing Program was discussed in detail in the 1977 Desegregation Report and the data regarding the program was up-dated in the 1978 report. Due to budgetary constraints it was necessary to discontinue the program with the ACT admission of Spring 1978. Thirteen (13) of the sixteen (16) students admitted entered their second year of the program. It is projected that we will have 11 graduate in Spring, 1980 (3 Black Americans, 8 Caucasians). Two Black Americans who were admitted to the program will probably graduate in the Winter of 1981.

B. New Program Initiated

The above mentioned ACT program was replaced with a program titled: "Program for Students from Disadvantaged Backgrounds". The new program consists of providing major support services which have been documented as needed by students with learning disabilities. The services provided includes assistance with test taking, writing, study habits, math skills; appropriately handling psychological, social and economic problems and development of nursing care plans. A fundamental aspect of the program is the development of a systematic referral system which is effective in monitoring the usage of the services and the academic success of those students referred to the services. Also, fundamental to the program, is an attempt to avoid stigmatizing students who have been diagnosed as someone with a learning disability. Therefore, these students will be treated as all other students until a problem arises.

The specific objectives of the designated program as follows:

1. Identify those students with anticipated learning disabilities.
2. Refer students with a problem to the appropriate support service or services.
3. Design and acquire a service where one is needed and not currently available.
4. Monitor the use or non-use of the services.
5. Evaluate the effectiveness of the support services with graduation and passage of state boards being the primary indexes of success.

There are 6 support services currently available for students' use. They are as follows:

1. Test Taking - One of the services provided by the Office of Student Development Services is structured sessions to teach students to become proficient in taking standardized tests.

These structured sessions have been offered periodically during the Fall (1979) semester at times compatible with the students' availability.

2. Writing Skills - A member of the Office of Student Development Services provided students, upon request, assistance with paper writing. Recently the person assuming this responsibility resigned and her replacement is being recruited. In the mean time, a specialist in adult remedial education has been employed and is conducting a writing skills program which allows for individual assistance as well as group sessions.

3. Study Skills - The Office of Student Development Services provides individual assistance to students in need of developing new study habits or skills.

4. Math Skills - Two faculty members of the Schools's Center for Research and Evaluation have been assigned the responsibility of assisting students with math skills. In addition to conducting workshops, assistance has been provided on an individual basis. Documentation on which students have used their services is sparse, but will be improved in the future. In addition to direct faculty assistance, the School has purchased a set of eight audiovisual self instructional modules titled Competency Skills in Arithmetic which have been placed in the School's audiovisual laboratory. These instructional materials have been supplemented with teacher made exercises. The students have been informed of the availability of these materials. As of this date, efforts have not been made to collect data on the extent of their usage.

5. Psychological, Social and Economic Counseling - These types of counseling are available from three sources. The Office of Student Development Services provides psychological and social counseling and refers students in need of economic counseling to the Office of Financial Aid. Also, the psychiatrists employed by the University's Office of Health Services are available to nursing students.

6. Nursing Care Plans - Assistance in the development of nursing care plans is being provided by the faculty teaching the students. Currently, data is being collected as to the number of students needing additional assistance in this particular area. Also, discussions about alternative ways to provide this assistance are being held by members of the Committee on Academic Progression of Undergraduate Students and appropriate administrative personnel.

Of the 302 generic students admitted in the Fall of 1979, 152 were identified as students from disadvantaged backgrounds. Of the 152 students, 11 were Black American, 7 were Asian, 1 was Hispanic and 133 were Caucasian. 60 of the 152 students were referred to one of the established services for assistance. Table 5 shows the number of referrals made to each service. The table indicates the difference in usage by minority and non-minority status.

The data as reflected in the chart are interesting, but the success of the program for students from disadvantaged backgrounds cannot be determined at this point in time. We plan to continue to collect the data on the referral and usage of the services at the end of each semester. It is expected that the data will reveal how successful this new program is in meeting retention needs of both minority and non-minority students.

C. Tutorial Assistance

A senior year minority student experiencing serious learning problems in the clinical application of knowledge was provided a clinical tutor through the support of desegregation funds. Evaluation of this effort may yield data which can be used to diagnose and assist similar students earlier in the program.

D. Continuation of Counseling and Guidance Practices

Each undergraduate student admitted to the School is provided a faculty member as a counselor. No effort is made to assign minority students to minority faculty members; however, minority faculty make themselves directly available to the minority students as well as to the assigned counselor. This loose system seems to work.

Graduate Program:

The graduate program does not receive federal capitation funds, as does the undergraduate program, to support student development services. Due to a lack of financial support for such activities, a structured program specifically directed toward the retention of minority graduate students does not exist. However, faculty have endeavored to fill the gap. Members of the Center for Research and Evaluation have offered workshops for students needing assistance in enhancing mathematical skills. Any student can attend either full or part-time and is individually counselled by faculty on an appropriate academic load for his/her situation. Both faculty advisors and course instructors provide individual assistance (sometimes even on a tutorial type basis) to students having academic difficulty. The most common difficulty experienced by graduate students is in the area of writing skills. There is considerable faculty time spent providing individual student assistance in this area.

Comparison of the percentages of minority students graduating from the master's program provides the best data of the success of the graduate faculty's retention efforts. Table 6 provides racial/ethnic data of program completions for the graduate nursing program for the last five years.

Table 5

Service Referral and Use - Undergraduate Program for Students from Disadvantaged Backgrounds

Mid-Term Warning - Fall, 1979

	Test Taking		Writing		Study Skills		Math		Psy.- Soc. Counseling		Economic Counseling		Care Plan	
e of Referral	R*	U**	R	U	R	U	R	U	R	U	R	U	R	U
- Self	27	27	8	8	2	2	1	1	1	1	0	0	0	0
- Faculty	(4) 8	(4) 2	(4) 4	(1) 2	2	0	(3) 11	(1) 1	1	1	0	0	7	0
- Committee +	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- Administrator ++	0	0	0	0	0	0	0	0	0	0	0	0	0	0

. - Referral
U - Verification of Use
- Committee on Academic Progression of Undergraduate Students
- - Director, Admissions and Progressions
- Number in ( ) indicate minority status; those not in ( ) indicate non-minority status

NURSING Cont'd.

Table 6

Racial/Ethnic Graduations
1975-76 thru 1979-80

Graduate	1975-76	1976-77	1977-78	1978-79	1979-80	Total
Total Graduates	87 (100%)	105 (100%)	106 (100%)	112 (100%)	113 (100%)	523 (100%)
Caucasian	71 (82%)	91 (87%)	92 (87%)	95 (85%)	101 (89%)	450 (86%)
Total Minority	16 (18%)	14 (13%)	14 (13%)	17 (15%)	12 (11%)	73 (14%)
Black	12 (14%)	12 (11%)	11 (10%)	12 (11%)	6 (5%)	53 (10%)

PHARMACY:

Minority Recruitment Program

The School has had a major minority recruitment program over the past six years, spending approximately $55,000 a year in federal funds through FY 77 on specific School of Pharmacy recruiting programs. In FY 79 the School became part of a program for the Schools of Medicine, Dentistry, and Pharmacy: the Health Career Pipeline Grant.

The Health Career Pipeline is designed to increase the enrollment and graduations of minorities, women, and disadvantaged students, which include identification and the sustaining of the applicant pools in and among presently underrepresented population. Once these pools have been formed, pipeline staff members reach out to those individuals and provide motivation, training, and information. Those students who are identified as having potential to become quality practitioners will be selected and admitted to professional education. Throughout their educational experience, students will also be encouraged to maintain their cultural integrity and identity.

Development of applicant pools and recruitment activities are based upon population characteristics in Maryland geographic areas and undergraduate institutions serving those areas. Thus, specific institutions have been identified for focused recruitment. A series of summer programs are designed for students from these institutions. Students receive counseling, information, and actual skill training during various stages of undergraduate school. Admitted students are provided a strong retention service from the time of their admittance until graduation. These services monitor their academic progress for early identification of difficulties and intervention. Services are inclusive of affective and academic needs.

PHARMACY Cont'd.

The School of Pharmacy effort has also been supplemented since FY 76 by Desegregation Funds of approximately $15,000 per year to support our summer program. The success of the School's program can be compared to national figures which show that in FY 78 the School was the second highest of 68 comparable schools of pharmacy in the number of Black students enrolled. The 12% level of Black students in the entering class of that year may well have been our peak level since it was achieved by an extensive and expensive recruiting program. The number of minority entering the school in the fall of 1979 was 9 (9.8%), a decrease of 2% from the 1978 entering class. Eleven Black students are graduating this year, a record number for our School.

Retention Program

Our attrition rates are significantly different between white and black students. For example, white students in the School have an attrition rate of approximately 4 to 5%. The attrition rate of black students has been between 20 and 30% per class. This is in spite of the School having a specialist in retention that works with all of those students that would avail themselves of such support. The above figures may be misleading since we have not done an analysis of sttrition based on incoming academic credentials of students, but we hope to do this in the near future.

SOCIAL WORK AND COMMUNITY PLANNING:

Retention Program

The School has an active Student Support Program, which provides early enrollment and support services for minority students. The program is offered to all incoming minority students, but those admitted on a provisional basis are strongly urged to participate.

The Student Support Program students enroll in a three-credit required course, a non-credit study skills/writing course and receive tutoring during the summer session. A limited number of stipends are available for this phase of the program, thanks to funds made available from the Chancellor's Office, and the School allocates some of its financial aid resources to cover the cost of tuition for the required course.

During the fall and spring semesters, participation in the program is optional as far as tutoring or remedial work is concerned although students are urged to maintain close contact with a faculty member who serves as advisor to this particular group of students.

Of the entering class, one minority student has been dismissed from the program because of academic difficulty.

Eleven white students withdrew for personal reasons and four were suspended or dismissed on academic grounds during the same period of time. In addition, three had to suspend their studies during the year but plan on returning to School in the fall semester of 1980.

ALLIED HEALTH:

The Allied Health Minority Affairs Committee has established for this year, a list of goals pertaining to Minority student affairs. The goals are prioritized as follows:

1. The creation of an allied health advisor/coordinator position and the immediate appointment of an individual to the new position.
2. The re-establishment of linkages with the AHPMAC and minority affairs groups at majority and historically minority campuses.
3. Through the assistance of the AHP advisor increase all AHP recruitment efforts at the high school, community college and senior college levels. A model is to be designed which will be used in all allied health recruitment and retention activities.
4. Publication of a second fact sheet.
5. Establishment of some means for measuring the effectiveness of AHPMAC related activities (i.e., open house, fact sheet, campus visitations, projectII, experience based career education, financial aid and support services).
    a. compilation of information pertaining to minority student affairs in higher education.
    b. Preparation of an allied health slide presentation.
6. Establish a pool of tutors and financial resources for assistance to students in need of tutors.
7. Increase the number of pre-professional research training summer placements in the AHPs.
8. The continuation of an active minority student allied health professions society at UMAB.

Goal one was reached Oct. 1, 1979 when Janice Williams was appointed to the newly established allied health advisor-coordinator position.

Goal two has been realized in part, however, many activities are still developing. Linkage activities have been increased at the UMCP, UMES, UMBC, Morgan State University, Coppin State and the EBCE program in the Baltimore City Schools system.

Goal three should be obtained as scheduled before the end of this academic year. That is, the recruitment-retention model has been developed. Certain aspects of the model are being implemented as the allied health advisor visits campuses, conducts activities at this campus and prepares a preprofessional, academic professional and career placement assessment of the UMAB minority student experience. (See the enclosed copy).

ALLIED HEALTH Cont'd.

Goal four (publication of brochure) has been realized. The publication was made available to the public at the beginning of the Spring semester. From all indications the fact sheet is being well received. Numerous copies were sent to colleges, high schools and key persons throughout the state. A feedback procedure is being developed to assess the impact of this publication on the target group. (copy enclosed).

Goal five has been difficult to obtain merely because standards must first be established. A good protion of the goal has been realized, but, more standards must be developed in a few categories before the assessment system will be complete. Parts (a) and (b) of this goal are proceeding well. This is especially true with our information compilation efforts. The slide presentation is approximately 50% completed.

Goal six (establishment of tutorial assistance system) has been realized. This was accomplished near the end of the fall semester. Approximately 20 minority students took advantage of this resource and greater than 85% benefited from the activities.

Goal seven is expected to be reached before the end of the Spring semester. At the present, there is a 50% increase in the number of AHP PRT commitments. We shall have to wait for notification from the office of student affairs coordination as to the exact number of summer AHP applicants.

Goal eight is slowly being realized. Its complete realization is dependent on the coordination of a multitude of things. However, there have been two business meetings where students stressed their sincere interest in continuing the society. Scheduling and other time factors are to be worked out by the AHP advisor.

It is our observation that the Allied Health Professions are failing to attract Minority students, although the allied health professions offer very rich opportunities to these students at the associate and baccalaureate levels. The reasons for this failure are not clear. However, the AHPMAC has as a goal for 1980-81, the initiation of a career choice survey of freshmen and science majors within the state of Maryland. A 1977 summary report on this topic which was issued by the U.S. Dept. of Health, Education and Welfare, points to a need for further study to determine why minorities show less interest in the allied health professions than their majority counter parts.

It has been speculated that minorities are over-represented in less demanding positions, especially in jobs such as aides, orderly and attendants. The visibility of menial jobs is a probable source of confusion to the freshman who equates the jobs to the related professions. They see the need for little preparation in the way of educational studies and consider the allied health professions as second or third rate professions that offer few rewards.

ALLIED HEALTH Cont'd.

It is my belief that certain attitudinal changes must take place before any appreciable number of minority students will seek enrollment in the AHP's at UMAB and similar campuses. First, there must be a massive educational campaign conducted by the allied health professions which will provide adequate knowledge about the various fields to students at the Jr High School, Sr. High School and College levels. This activity must be directed at the target population with a minimum of second and third person involvement to obscure the facts.

Another point to be made is that there must be sufficient financial, housing and educational support services available for new converts to allied health. If any of these services is deficient we stand to lose the candidate before or during enrollment at the campus.

In summary the state has a vast resource of competent human talent which is still largely untapped. A massive educational campaign coupled with the appropriate setting at UMAB which allows the student to survive the educational experiences should make a difference. The AHPMAC is making progress but a lot more Allied Health activity is needed throughout the University Administrative structure.

RECRUITMENT/RETENTION

Last year's report detailed the objectives of the UMAB in educating professionals in the kinds, numbers, and quality as determined by the demands of the population of Maryland. During the past year, UMAB has maintained its commitment to recruiting and retaining qualified applicants from underserved and underrepresented populations through the Health Career Pipeline Grant.

Recruitment Efforts: (via the Health Career Pipeline Grant)

Six programs have been developed and implemented. These programs are designed to provide information, motivation, and training consistent with the students' educational and career goal development.

The progression of programs shown in Table 7 can only be successful if strong inter-institutional relationships insure the flow of qualified undergraduate participants to the program and if each program sufficiently stimulates the students. The evaluation report of the 1979 programs reveals overwhelming satisfaction of participants with all the programs. Information for that report was obtained from students responses to feedback instruments developed for each program. (See next page for Table 7)

Evidence of the inter-institutional relationships consists of the number of participants in the Health Career Opportunities Program from each undergraduate institution. Table 8 shows the number of participants in each program by undergraduate institution.

Table 8

Number of Program Participants by Undergraduate Institution

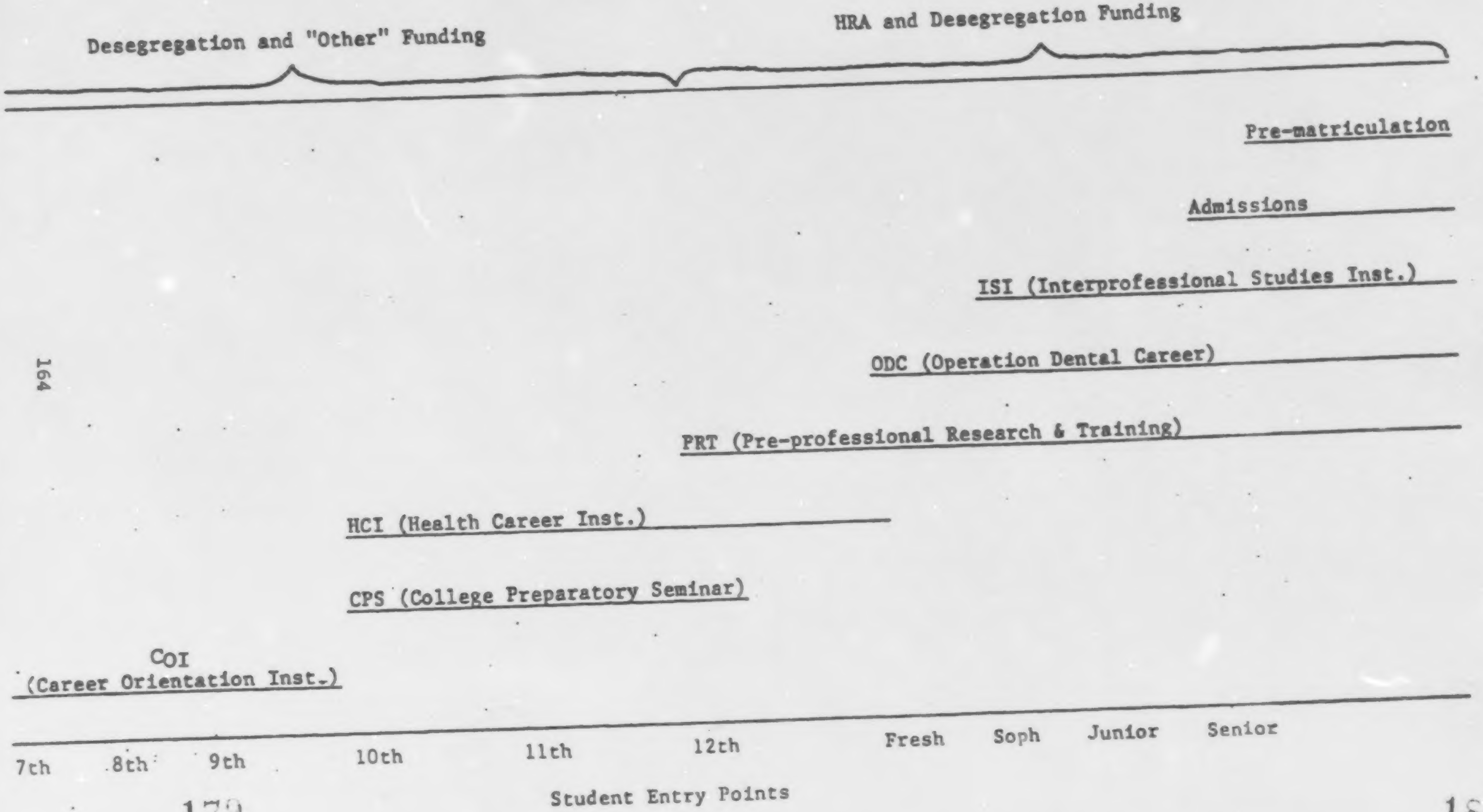
Schools	HCI	ISI	ODC	PRT	CPS	TOTAL
Bowie	-	1	-	-	-	1
CCB	5	2	2	1	-	10
Coppin	5	1	1	10	-	17
Frostburg	4	-	-	-	-	4
Morgan	9	9	2	4	-	24
PGCC	6	3	3	-	-	12
UMBC	18	5	4	16	-	43
UMCP	2	2	2	7	-	13
UMES	3	-	-	3	-	6
Other College or University	-	-	-	2	-	2
Baltimore City Public Schools	12	-	-	3	22	37
Other High School	2	-	-	-	4	6
TOTAL	66	23	14	46	26	175

TABLE 7

PIPELINE PROFILE

with

SUPPORT FUNDING & STUDENT ENTRY POINTS



Retention Services for Matriculated Students: (via Health Career Pipeline Grant)

Retention efforts for matriculated students focus on providing academic and personal support throughout the students' educational career. Students are offered retention services in the following areas: study skills, reading comprehension, tutoring, academic counseling, personal counseling, alternate curriculum planning, prematriculation programs, diagnostic testing, and learning disability referral. These services have been operationalized in the Office of Student Affairs Coordination and in the Schools of Medicine, Dentistry, and Pharmacy. Each school has its own operational plans for identifying students with academic difficulty, providing retention services, and monitoring academic progress. Table 9 shows the number of individuals provided retention services by each UMAB school.

Table 9

Number of Individuals Receiving Retention Services by UMAB School

		Retention Service		
School	Tutoring	Counseling	Alternate Curriculum	Pre-Matriculation Program
Dentistry	13	63	11	3
Medicine	18	73	12	12
Pharmacy	20	41	-	21
TOTAL	51	177	23	36

The Retention Coordinator in the Office of Student Affairs Coordination offers retention services to students enrolled in all three schools. The Retention Coordinator has made provision for diagnostic testing for problem identification and for learning disability referral for prescriptive measures. A list of available consultants who could provide these services has been compiled. These services have been utilized by a student who was eligible under the Health Career Opportunities Program.

Originally, the Retention Coordinator offered workshops relating to study skills and exam-taking techniques. The extraordinary academic load placed on professional school students prohibited many students from attending the workshops during a pre-scheduled period of time. The Retention Coordinator now teaches these study skills and exam-taking techniques on a one to one basis. Fifteen students have received this study skills training from the Retention Coordinator in one-to-one sessions.

The Retention Coordinator also provides personal and academic counseling to students. Twenty-seven students took advantage of the counseling services.

FINANCIAL AID

Minority students are eligible to participate, of course, in all University administered financial aid programs, including federally funded Health Professions, Nursing and National Direct Student Loans, the Work-Study Program State grant funds, and University funded grants and loans. In addition, desegregation recruitment grants and Other Race Grants are specifically targeted to minority students. The addition of these targeted funds to other forms of aid provides a financial aid award to minority students that meets, as a matter of University policy, a greater percentage of the student's need than is generally possible and which also meets that need with a greater percentage of grant (as opposed to loan) assistance than is generally possible.

To date, $135,775 in desegregation recruitment grants has assisted 94 students and $23,500 in Other Race Grants has assisted 13 students. These 107 students also received other forms of financial aid. If the $159,275 had not been available, the percentage of need met would have been lower and the amount of loan debt higher, both unfavorable consequences in terms of recruiting and retaining students.

EMPLOYMENT COMPOSITION

DENTISTRY:

Profile of Faculty

The latest Affirmative Action Annual Monitoring Report for Faculty indicates that as of July 31, 1979, there were 11 minority faculty members (7 male, 4 female) and 20 non-minority women faculty members in the total full-time faculty population of 117 individuals at that time. Faculty appointments during the period August 1, 1978 through July 31, 1979 included 1 minority male and 5 non-minority women; promotions included those of three minority faculty.

Profile of Associate Staff & Classified

The latest Affirmative Action Quarterly Monitoring Report for Classified & Associate Staff Employees indicate that as of December 31, 1979, the work force of 144 employees included 33 minority members (9 male, 24 female) and 90 non-minority women. Since January 1, 1979, 12 minority individuals and 25 non-minority women have been hired.

Recruitment of Minority Faculty Members

The efforts of the Dental School to recruit minority faculty members have been in accord with those policies discussed in the Middle States Accreditation Site Visit Report of 1976. Recruitment has been conducted on both an active (solicited) basis and a passive (unsolicited) basis. By both means, women and minority have been recruited as actively as white males.

Systematic efforts have been made to locate and encourage the candidacy of highly qualified persons, including women and minorities. To avoid the possible discriminatory efforts of "word-of-mouth" recruitment, a maximum number of sources have been utilized to announce available faculty positions. These sources include direct letters to deans and department chairmen, announcements in all appropriate professional journals and placement of notices of available positions at national meetings.

All letters, announcements and advertisements explicitly state that the University of Maryland is an "equal opportunity employer" and that women and minority candidates are encouraged to apply. When search committees are appointed to locate and recommend candidates for appointments, the membership of such committees includes women and minority persons whenever possible and is composed of persons willing and able to explore new avenues of recruitment.

In-Service Training Programs for Employees

The chairmen and directors of the various departments, divisions and offices of the Dental School endorse the Governor's statement regarding Article V, Training for Job Opportunities:

> "All educational and vocational guidance counseling programs conducted, supervised or funded by the State shall be conducted to encourage the fullest development of interest and aptitudes

> without regard to race, color, creed or national origin, or to sex or age, unless sex or age relates to a bona fide job requirement."

Department chairmen and directors of divisions and/or offices equally endorse training for potential job openings at higher ranks. After staffing patterns and projected needs have been determined, conferences are held with prospective candidates. Selection is made disregarding age, color, creed, ethnic origin, race and sex.

Employees worthy of evaluation are screened on the basis of aptitudes and abilities demanded of the position. Accordingly, employees or prospective candidates who exhibit eagerness for promotion and have demonstrated the potential for acquisition of skills of a higher and more refined order of magnitude are urged to enroll in courses of instruction with remission of fees. The statement on the latter are found in the Administrative handbook and read as follows:

> "Operations permitting, permanent full-time classified employees may take or audit a course or courses totaling four (4) semester or less credit with hour fees remitted. Classified employees enrolling in job related courses as determined by the department chairman are not required to give compensatory time for absences due to class attendance. Those enrolling in non-job related courses are required to make up time spent in class. 'Job-related courses are defined as those courses which can be reasonably expected to contribute to more efficient or effective job performance by the employee in his employment with the University.' Subject to the provisions and limitations established in the procedure, classified employees are not permitted to enroll in

DENTISTRY Cont'd.

> courses at the Evening Division of the University College. They will be registered on a 'space available' basis during the first day of late registration (penalty fee waived)."

All prerequisites and conditions listed for the course, however, must be observed by individuals allowed the privilege of advanced training.

LAW:

Employment Composition and Projections of Racial Composition

There are three black professors on the Law School's full-time faculty. The Law School will continue its efforts to expand the number of black faculty members through whatever recruitment devices are available; e.g., the Faculty Recruitment Register of the Association of American Law Schools.

Our present minority representation meets and in fact exceeds statistics on availabilit of minority law teachers. However, the Law School will continue its efforts to recruit, hire, and retain black faculty members beyond present levels.

Of the Law School's approximately 45 non-faculty employees, eight are black. The Law School does not have formal in-service programs for employees, though information on such programs sponsored by the University is available to classified employees.

MEDICINE:

The University of Maryland School of Medicine is dedicated to providing education in the health and biomedical sciences and to acquiring and disseminating new scientific knowledge pertinent to health care and disease. The School of Medicine is broken down into 30 or more departments, programs, and offices. Due to its size, management of the school has been decentralized down to the department, program and office level. The Dean's Office reviews all appointments for faculty, associate staff and classified employees. The appointment and review of classified employees are initially handled by the individual departments, programs, and offices.

MEDICINE Cont'd.

Faculty:

The latest Affirmative Action Monitoring Report shows that as of July 1, 1979 the School employed 588 full-time and part-time faculty members. Of this number 21 (4%) were black faculty, 77 (13%) were other minority faculty, and 146 (25%) were female faculty. The faculty figure of 588 is markedly different from the faculty figure reported in FY 78-79 primarily due to the fact that FY 79-80 information includes full and part-time faculty. The overall percentages are the same except that black faculty increased by 1%.

As previously mentioned the recruitment of faculty is handled at the departmental level. Each Departmental Chairman recommends to the Dean the appointment of a given faculty member in his/her department. Additionally, each department is asked to assess its efforts towards recruiting minority and women faculty. The recruitment of faculty varies from department to department based on their own particular discipline. By-and-large, advertising for faculty is done through newspapers, journals, and special minority sources. As an example of how recruitment efforts are handled in the School of Medicine, attached are copies of advertisements placed in several journals, and newspaper by two of our departments. In addition to this, several departments utilize the search committee process for recruiting and appointing faculty. One process a search committee uses in its attempt to fill a faculty vacancy is to send out letters to other schools and professionals in their particular discipline requesting nominations of potential candidates. The requests for nominations are usually circulated as widely as possible.

The School of Medicine maintains a number of affiliations with other hospitals in the Baltimore area. Included in our affiliation arrangements is a system of appointing physicians from our affiliated hospitals to the faculty of the School. Normally these appointments are on a volunteer or part-time basis. Through affiliation agreements the School is able to attract minority and women faculty who otherwise would not have been attracted to this institution.

The School will continue to increase its efforts to recruit black faculty members. To date there has been only a slow increase in the number of blacks receiving appointments in medical schools and medical centers across the country. At what level the School will be able to increase its present number of black faculty is difficult to determine at this time. Part of this is due to the fact that the number of available black faculty in several disciplines have not increased over the years.

MEDICINE Cont'd.

Associate Staff and Classified:

The appointment of classified and associate staff employees are handled on the departmental level. Of the School's 1,087 full and part-time employees 257 (24%) are black employees, 49 (5%) are other minorities and 835 (77%) are female. These figures are based on our December 31, 1979 Affirmative Action Quarterly Monitoring Report for associate staff and classified employees. As indicated in that report 26 minority employees were hired, and 68 non-minority women were hired.

All classified and associate staff employees are eligible for on the job training as well as outside training for their position. Employees are encouraged to improve their skills in many areas. Our employees have taken advantage of the Management and Development Center of Maryland, the University College, the University of Maryland Graduate Program and, the other undergraduate and graduate programs offered at other colleges and universities in the area.

NURSING:

Profile of Staff Population

A total of 188 faculty, administrative, and classified staff are employed by the School of Nursing, and 24 (13%) of these are of minority status - all Black Americans. As shown in Table10, the Black American employee group includes 11 (7%) of 145 faculty, one (6%) of the 15 persons designated as administrative officers, and 12 (43%) of the classified staff.

The 11 Black American faculty and one administrative officer hold the academic rank of Instructor (1), Assistant Professor (8), Associate Professor (2) and Professor (1). The category of classified staff includes 2 associate staff, of which one is a Black American.

Table 10

Racial Composition of
Employees According to Position

Position	Racial Composition Black Am.	Caucasian	Total
Faculty	11 (7%)	134	145
Administration	1 (6%)	14	15
Classified Staff	12 (43%)	16	28
Total	24 (13%)	164	188

NURSING Cont'd.

Minority Faculty Recruitment Efforts

Active recruitment for 3 administrative positions in the undergraduate program and one in Academic Services has been conducted during this academic year. Advertisements were placed in media believed to appeal to the greatest number of educational administrators in nursing and in the field of educational technology. These included The Chronicle of Higher Education, The Nurse Educator, and Nursing Outlook. Letters were sent to numerous Deans, Department Chairpersons, and selected nursing leaders throughout the country in an attempt to attract highly qualified applicants.

Six applicants, one of whom was a Black American, were seriously considered by the search committee for the 3 undergraduate positions. However, the Black applicant withdrew her application during the selection process. Of the 6 applicants interviewed for the position of Media Center Director, one was a Black American.

Faculty were sought during 1979-80 for 13 openings on state and grant positions in the graduate program. Eighteen applicants have been interviewed (1 Black American, 1 American Indian, and 16 Caucasians). Positions were offered to 14 candidates (1 Black American, 1 American Indian, 12 Caucasians) with acceptances from the Black American, American Indian, and 9 Caucasians.

Inservice Training Program

The School of Nursing has an active Orientation and Development Program for faculty on a variety of topics held in regularly scheduled sessions throughout the year. Under an award granted by the Kellogg Foundation, a project has been conducted to increase the understanding and skill of faculty in working with culturally diverse students. In addition, our continuing education program is offering a workshop in May, 1980, on "Cultural Diversity: The Challenge of Today."

PHARMACY:

Faculty Profile:

The School of Pharmacy has 45 full-time equivalent faculty members. The race and sex breakdown is 40 white males; 4 white females and 1 black male. The faculty decreased by .5 full-time equivalents during the 1979-80 fiscal year. The breakdown of the faculty decrease is 2 white males. The faculty is also increased by .5 white female and 1 black male.

Associate Staff Profile:

The Associate Staff personnel of the School of Pharmacy consist of five persons. The race and sex breakdown is as follows:

1 white male - Retention Specialist
2 white females - Research Assistants
1 white female - Poison Information Officer
1 black male - Administrative Assistant to the Dean

Classified Staff Profile:

The School has 38 full-time Classified Staff members. The race and sex breakdown is 4 white males, 20 white females, 3 black males, and 11 black females.

The categories of Pharmacy Classified Staff is as follows:

Pharmacists	4
Lab Scientists	6
Lab Tech/Asst.	3
Secretaries	19
Chemist	1
Research Analyst	2
Program Analyst	2
Program Development Officer	1
	38

The total number of Associate Staff and Classified employees increased from 35 in 1978-79 to 43 in 1979-80. The racial proportions in 1978-79 were 60% white and 40% black, 17% male and 83% female. The racial proportions in 1979-80 were 65% white and 35% black, 79% female and 21% male.

Status of In-Service Training Programs for Employees:

The School of Pharmacy provides avenues for each member of the staff to continue academic studies and in-service training programs where it is at all possible and feasible. Dr. David Haughey, Instructor, and Mr. John Lewis, Administrative Assistant to the Dean, are enrolled in the Graduate School of UMCP, and are awarded remission of fees to complete their studies.

Four members of the School's faculty, Classified Technical Staff have registered in Pharmacy courses, and have been provided remission of fees and time off from work to attend classes with Pharmacy students. These personnel are: Ms. Ann K. Miller, Chemist III; Mr. James Hong, Lab Scientist III; Jacqueline Kujawa, Lab Scientist II and Mr. Anthony Tommasello, Instructor.

Seven members of the School's Classified Secretarial Staff are taking college level courses at UMBC. These employees are receiving remission of fees. They are Ms. Elaine Jackson, Ms. Mary J. Ivins, Ms. Connie Richards, Ms. Sharon Dotson, Ms. Norma Collins, Ms. Sheila Turner and Ms. Anne Hug.

The Management Development Center of Maryland, a division of the State Department of Personnel, sponsors several courses each year on subjects relating to clerical skills for clerical staff. Personnel from both categories have attended these courses.

Recruitment of Minority Faculty Members

During the past spring the School has attempted to fill five faculty positions. Recognizing the lack of black, as well as women faculty members, the School did aggressively seek out such candidates. The following is the result of our effort.

Department of Pharmacology, Assistant Professor, offered to a female candidate. The position was accepted by her.

Pharmacokinetics - the position was offered to a black male candidate. The position was accepted by that individual.

Clinical Pharmacy - two positions were available. One was offered to a white male candidate. He accepted the position. The other job was offered to a white female candidate. She declined the position. The position was offered to a white male candidate. He accepted the position.

Medicinal Chemistry/Pharmacognosy - the position was offered to a white male candidate. The position was accepted by that individual.

SOCIAL WORK AND COMMUNITY PLANNING:

Employment

During the 1980 fiscal year, staffing of the School of Social Work and Community Planning is as follows:

Faculty

(1) Professors: 8 --- 6 males and 2 females. Of the two females, one is a minority.

(2) Associate Professors: 17 --- 12 males and 5 females. Of the males, two are minority. We have no minority female associate professors.

(3) Assistant Professors: 35 --- 14 males and 21 females. Of the 14 male assistant professors, 4 are minority; 9 female assistant professors are minority.

(4) Instructors: 13 --- all of whom are females. Twelve are white and one is black.

(5) Research Staff

Research Associate - 1 white female
Research Assistants - 2 white female; 1 minority male

SOCIAL WORK AND COMMUNITY PLANNING Cont'd.

Associate Staff

Associate Staff positions are utilized by the School of Social Work and Community Planning in the following manner:

(1) Director, Media Center

(2) Director, Instructional Resources (Reading Room)

(3) Director, Job Development Office and Job Bank

(4) Interpreters with our Center for the Graduate Social Work Education for the Hearing Impaired.

All positions are held by white females, with the exception of our Media Center director, who is a white male.

Classified

Our complement of classified personnel is made up as follows:

(1)	Accounting Associate	1	White female
(2)	Office Supervisor II	1	Black female
(3)	Administrative Aide I	1	White female
(4)	Office Secretary II	5	3 White females; 2 Minority females
(5)	Office Secretary I	7	5 White females; 2 Minority females
(6)	Account Clerk III	1	Oriental male
(7)	A-V Technician	1	White male
(8)	Office Clerk II	1	Minority female
(9)	Offset Machine Operator	1	Minority male
(10)	Typist Clerk IV	1	Minority female
(11)	Typist Clerk III	2	Minority females
(12)	Office Assistant III	1	Minority female
(13)	Office Assistant II	1	Minority female

Faculty Recruitment

The School continues to strive to increase its complement of minority professors, although, as we indicated in our report in 1979, the number of applicants for vacant positions continues to diminish. Continuous contact is maintained with professional organizations; e.g., CSWE, NASW, NABSW. In addition, our faculty continues to attend professional meetings of minority organizations to encourage members to apply for available faculty positions within the School.

Advertisements, all of which stress the fact that we are an equal opportunity employer, have been placed in the Affirmative Action Register, but regrettably our pool of applicants has not increased dramatically.

We were fortunate, however, in filling our vacant Director of Admissions position with an extremely well qualified Black female. The previous incumbent of that position was a white female and so we feel some progress has been made in our continuing endeavor to exceed our objectives in our Desegregation Plan.

SOCIAL WORK AND COMMUNITY PLANNING Cont'd.

In-Service Training for Employees

During the past year, three of our faculty members (one white male, one Black female and one Black male), earned their doctorates. One additional Black female will receive her Ph.D. at the end of this semester, with other faculty coming closer to the completion of their post-graduate studies.
Our School continues its commitment to enabling faculty to earn advanced degrees through its tuition remission program.

The same is true of our classified staff, a number of whom are engaged in undergraduate studies through tuition remission.

Other members of our classified staff have availed themselves of the opportunity to participate in training programs offered through the State. Our plan is to encourage staff to continue to enroll in these programs, as time permits.

ALLIED HEALTH:

Profile of Employment Composition
1979-80

Dental Hygiene	Total	Black American	Asian	Hisp	Other
Faculty	10	0	0	0	10 (100%)
Staff	3	1 (33%)	0	0	2 (66%)

Medical Technology	Total	Black American	Asian	Hisp	Other
Faculty	18.3	2 (10.9%)	2 (10.9%)	0	14.3
Staff	6	2 (33%)	0	0	4

Radiologic Technology	Total	Black American	Asian	Hisp	Other
Faculty	5	1 (20%)	1 (20%)	0	3 (60%)
Staff	2	2 (100%)	0	0	0

Physical Therapy	Total	Black American	Asian	Hisp	Other
Faculty	16	1 (63%)	0	0	15 (93.7%)
Staff	8	1 (12.5%)	1 (12.5%)	0	6 (75%)

ADMINISTRATIVE COORDINATION

The campus desegregation coordinator is a minority person. The Health Careers Pipeline Grant project director is also a minority. The coordination of planning, programming, expenditures and monitoring of state desegregation and federal funds assigned to the campus are spearheaded by these two individuals.

Annually, each School/Program submits program narratives and funding requests proposing programs structured to improve the recruitment, admission and retention of minorities. Generally, there is minority staff contribution to the School's proposal. Most often this contribution is a result of direct program staffing activity.

The autonomous nature and the unique needs of each professional school run counter to the concept of centralized committee policy making. Therefore, each school assumes primary decision making responsibility for desegregation policies and programs.

PROGRAM COOPERATION

DENTISTRY:

Program Cooperation

(See section on minority recruitment efforts)

LAW:

Program Cooperation

As noted above under student minority recruitment, the Law School continued this year to visit Maryland colleges and universities, as well as schools outside the state, to speak with minority students and minority advisors in an attempt to interest minority undergraduates in law study and in our law school. The Law School has also participated in the campus Cooperative Work Study Program. The number of undergraduates participating has varied from year to year.

A major new aspect of program cooperation is the UMES Honors Program described above.

NURSING:

Program Cooperation

Although friendly relationships have been maintained with other institutions, the School of Nursing does not have a structured arrangement with regard to minority students or faculty. A budgeted position for a Counselor to focus particularly in the area of recruitment and retention of minority students has been identified as a strong need, especially in the early stages of the development and implementation of a comprehensive plan. To this point, allocation of resources to the School has not supported such a position. However, through administrative assistance and extra effort of faculty, the School has become an active participant in the UMES Honors Program and is taking measures to coordinate and more effectively utilize its resources for recruitment and retention activities.

PHARMACY:

VII. Program Cooperation

The School of Pharmacy is actively participating in the cooperative program that is being developed with the University of Maryland Eastern Shore. It is hoped that the Honors Program being established on that campus would serve as a significant new source of minority students for the School of Pharmacy.

SOCIAL WORK AND COMMUNITY PLANNING:

Program Co-operation

Although we did not participate in the Faculty/Administrator Exchange Program in either FY 1970 or FY 1980, one full professor is on leave of absence from the School and is serving as Assistant to the President of Morgan State University.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY

SIXTH MID-YEAR DESEGREGATION STATUS REPORT

BRIEF DESCRIPTION

UMBC is fully accredited under the general institutional accreditation granted to the University of Maryland by the Middle States Association of Colleges and Secondary Schools. Its programs have been developed with an emphasis on future employment, integrating liberal arts course material with practical methods of application. Its Graduate School offers master's and doctoral degrees in inter-disciplinary programs, some unique in the region, which have been designed to produce men and women who are responsive to society's ever-changing needs. UMBC endeavors to produce multi-purpose individuals, each proficient in a set of skills and capable of adapting them to a variety of fields. Equally important among UMBC's educational goals is a commitment to scholarly research in the arts and in the sciences. The most up-to-date libraries and equipment are available on the UMBC campus.

MISSION STATEMENT

The University of Maryland Baltimore County views its role within the University of Maryland system as fulfilling the need of the greater Baltimore area for a public research university of medium size constructed around a solid core of liberal arts and fully comparable in the quality of its instruction, research and public service to the most prestigious public and private universities. In this, it is distinctive from the other publicly supported institutions in the Baltimore Metropolitan area. Programs will be introduced only in those areas in which there exist solid intellectual foundations.

UMBC will concentrate particularly on the development of the professions for the future, both the undergraduate and graduate level. Program development will also give attention to enabling the campus to provide greater Baltimore and Maryland graduates for professions which have an immediate community and public service impact appropriate to the State. Such programs will be developed in three categories:

a) professions for the development delivery of community and public services,

b) professions for the improvement of the quality of life based in social sciences and humanities as well as in the sciences, and

c) professions for the development of public facilities and essential physical resources.

UMBC is at present the campus of the university which has been most successful in attracting minority students to a predominantly white campus. It will continue to provide further development of its exemplary record for minority admissions. It will undertake to accelerate minority admissions and minority professional placement by:

a) systematic development of cooperative education,

b) careful pursuit of federal funds for establishing educational enrichment programs for minority secondary school students, and

c) invigoration of its effort to attract qualified minority graduate students to professional programs.

STUDENT COMPOSITION

Undergraduate Students

UMBC's student body consists mostly of commuter students. For Fall 1979 the full-time undergraduate enrollment was 4,510 (excluding 188 non-U.S. citizens). Of these full-time undergraduates 858 were Black, 130 were Other Minority, 336 were classified Other/Unknown and 3,186 were white. Black students were 19% of the total full-time undergraduates. Overall, minorities were 22% (988) of the full-time undergraduate enrollment.

There were 1,246 part-time undergraduate students in Fall 1979 (excluding 11 non-U.S. citizens). Of these 163 were Black, 15 were Other Minority, 793 were White and 275 were classified Other/Unknown. Blacks were 13% of the part-time undergraduates. Overall, minorities were 14% (178) of the part-time undergraduate student population.

Graduate Students

There were 122 full-time graduate students in Fall 1979 (excluding 12 non-U.S. citizens). Of these students, six were Black, three were Other Minority, 78 were white and 35 were classified Other/Unknown. Blacks were 5% of the full-time graduate students. Overall, minorities were 7% (9) of the full-time graduate students in Fall 1979.

There were 291 part-time graduate students (excluding 13 non-U.S. citizens) in Fall 1979. Of these, 18 were Black, three were Other Minority, 203 were white and 67 were classified Other/Unknown. Blacks were 6% of the part-time graduate students. Overall, minorities were 7% of the part-time graduate students in Fall 1979.

First Time Students

In Fall 1979, there were 2,711 full-time, first time undergraduate students at UMBC. Data by race was not compiled.

There were 511 part-time first time undergraduate students at UMBC in Fall 1979. Data by race was not compiled.

In Fall 1979, there were 84 first year full-time graduate students and 200 part-time first year graduate students. Again, data by race was not compiled.

Trends in Enrollment

UMBC's total[*] enrollment has increased each year since Fall 1977. In Fall 1977 the total enrollment at UMBC was 5,346 students. Of these students 20.3% (1,085) were Black, and 1.3% (71) were Other Minority.

In Fall 1978 the total[*] enrollment at UMBC was 5,396 students. Of these students, 19.6% (1,056) were Black and 1.9% (102) were Other Minority.

In Fall 1979 the total[*] enrollment was 6,393 students. Of these students 16.3% (1,045) were Black and 2.4% (151) were Other Minority.

Geographic Origins

Most of the students attending UMBC in Fall 1979 for the first time were from Maryland. Twenty-six students were from Pennsylvania and nineteen each were from New Jersey and New York State. Sixty-four students enrolled at UMBC for the first time were from foreign countries. No other State contributed more than ten students to UMBC who were enrolled for the first time.

Recruitment Efforts

Two of the staff members of the Admissions Office at UMBC are involved primarily with minority recruitment. High school visitations are done in Washington, D.C., Prince George's County, Montgomery County and Baltimore City. Additional minority personnel has been added to the area of transfer articulation, concentrating on community colleges in Maryland, and high schools in Southern and Western Maryland. A spring mailing was done through CEEB student search to Black students in the Maryland area.

The staff also serve as liaisons between UMBC and urban committee organizations, such as the D. C. Equal Opportunity Center and the Baltimore Public Schools Project Growing Opportunities Program.

Retention Programs

The Learning Resources Center is currently tutoring approximately 1100 students on a more or less weekly basis. Of that number it is estimated that between 35 to 40% are black. The Program Coordinator is developing programs and working directly with the Black Student Union and other campus offices to increase that percentage.

This year LRC, in conjunction with the Counseling Center and the Dean of Faculty's Office, is running a special program for students on probation or academically reinstated.

Exact proportions of minority students on probation or academically reinstated are not known. Certainly, however, blacks are substantially over-represented in this population, so the new probation seminars should help.

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[*] "Total" indicates all students taken together. This includes full-time, part-time, graduate and undergraduate as well as non-U.S. citizens.

LRC has revived the BRIDGE Program to better enable high school graduates to make the transition from high school to UMBC. This will be offered during the second summer session, and mailings targeted to graduates of city high schools are going out.

Finally, the University has established the Chancellor's Commission on Retention which has been reviewing existing retention efforts by academic and administrative departments. Recommendations from the commission should be following by the end of the semester.

During the summer the Black Student Union participated in the minority student orientation program, and followed up that activity with a Poet's Corner, African Festival, Student Leadership Conference, Symposium on Minority Employment Trends and Forum on Black Issues. Other minority student projects included the Gospel Dinner and Dance. The current president of the Student Government Association is a Black male, and Blacks are well represented in leadership positions in the student senate, the student judicial system and the various clubs on campus. Statistics are difficult to come by, but it would appear that Blacks are well represented in campus life.

UMBC has many fraternities and sororities whose memberships are comprised of minority students. These social fellowships meet regularly and have discos, fund raisers, parties, bake sales, and workshops. The Student Government Association, in which 14 of the 25 Senators are minority students, has planned several lectures and various activities for minority students. These included speakers such as Bobby Seale, Conrad Ege, Jack Gravely, and Robert Douglass. The Chinese Student Organization presented a movie for interested students, as did the Korean Student Organization. The Korean Student Organization also sponsored a Ping Pong Tournament which included Korean students from throughout the state. The Black Student Union has presented many lectures and meetings/discussions. Their plans for the immediate future include a film on the Klu Klux Klan and a lecture by the Communist Workers Party, as well as a BSU sponsored Greek Letter Step for all black fraternities and sororities (expected attendance includes representatives from other statewide institutions). The International Students Association has planned their annual International Dinner.

Most student organizations on this campus have representation of minority students. Organizations primarily serving the minority population include New Afrika Players, Korean Students Organization, Black Student Union, International Students Association, NAACP, Chinese Student Organization, and UMBC Gospel Choir. The Student Government Association has a substantial minority representation as does WUMD (the radio station on campus), the Commuting Students Association, and the Retriever (the school newspaper).

FINANCIAL AID

Financial Aid Programs awarded and administered through the Financial Aid Office are four: National Direct Student Loan (NDSL), College Work Study (CWS), the Supplemental Educational Opportunity Grant (SEOG), and the UMBC Student Scholarship programs. The Financial Aid Office also processes, but does not award, the Basic Educational Opportunity Grant, the Guaranteed Student Loan (including Maryland Higher Education Loans and

Federally Insured Loans), State Scholarship (including Maryland and other state scholarship) Programs, and private scholarship programs. All funds received by students at UMBC fall into one or more of the previously listed programs.

The NDSL, CWS, and SEOG programs are called the federal "campus based" programs and are authorized under Title IV of the Higher Education Act of 1965 as amended by the Educational Amendments of 1968, 1972, and 1976. The purpose of these programs are: NDSL - to assist in the establishment and maintenance of low interest long-term, deferred loan programs at institutions of postsecondary education to provide loans to students demonstrating need for financial assistance in order to pursue their courses of study at such institutions, CWS - to stimulate and promote the part-time employment of students who have great financial need and who are in need of the earnings to pursue a course of study at an institution of post-secondary education, and SEOG - to assist in making the benefits of post-secondary education available to qualified students who, for the lack of financial means of their own or of their families, would be unable to obtain such benefits without the grant. The funding for these programs has proven to be adequate for all students who establish a financial need during the current fiscal year. However, as the funding formula changes nationwide for fiscal year 81 and future years, there is strong indication that funding for these programs in this region and at this particular institution may be insufficient to meet the needs of students. Additionally, as a direct result of low collections, inadequate Accounting Office staffing for due diligence compliance, and the resulting high default rate in the NDSL program, new federal capital contribution is questionable for that program. Indications at this time are that the institution will receive no new NDSL federal contribution for fiscal year 81, although this matter is being appealed. New contribution for future years is yet to be determined. Without new federal capital contribution, the NDSL fund will exist on repayments only.

The UMBC Student Scholarship Program is funded by state funds. The institution is appropriated state funds for use in the Student Scholarship program and the Vice Chancellor for Administrative Affairs determines the amount to be available for award through the UMBC Student Scholarship Program. Also distributed by the Vice Chancellor for award through this process are the Chancellor's Merit Scholarship (awarded through the Admissions Office), the Athletic Scholarships (awarded through the Athletic Department), and the Graduate Fellowships and Graduate Awards (awarded through the Graduate School). The UMBC Student Scholarship awards are based on financial need. The funding for this program has been adequate during the current year, however, as the availability of the "campus based" federal funds decreases, there is a need for increased UMBC Student Scholarship funds.

The percentage of financial assistance by race as reported on the HEGIS Report for fiscal year 79 are:

Number and Percent of Minority Financial Aid Recipients to all Aid Recipients by Type of Aid

	#	%
BEOG	573	61.4
SEOG	324	61.6
UMBC Student Scholarship	257	53.3
NDSL	339	58.0
MHEL	59	23.1
CWSP	270	59.3

NOTE: Above numbers are not unduplicated

Unduplicated number of applicants for SEOG, NDSL, CWSP, UMBC SS	498	56.7

NOTE: Breakdowns by race for other aid programs are not available.

The BEOG Program is authorized under the Higher Education Act of 1965 as amended by the Educational Amendments of 1972 and 1976. The administration of the BEOG program is centralized at the Office of Education Headquarters, Bureau of Student Financial Assistance. The purpose of the BEOG program is to provide eligible students with a "foundation" of financial aid to help defray the costs of postsecondary education. Since the institution's authorization of funds for this program changes as the eligibility of students at the school is determined, all eligible students are funded. But, as this program is a "base" for other funds and generally students who qualify for the BEOG program also need other assistance, a reduction in other funds may impact the continuance of attendance of BEOG recipients.

For Maryland, the State Scholarship Programs are funded by a combination of federal State Student Incentive Grant funds (SSIG) and legislated state funds. These funds are awarded to eligible students attending Maryland Colleges by the State Scholarship Board (General State Scholarship), the State Senators (Senatorial Scholarships), and the State Representatives in the House of Delegates (Delegate Scholarships). Other State awards (War Orphans and Children of Vietnam P.O.W.'s, M.I.A.'s, Veterans Grants, Firemen Grants, Grants for Children of Deceased Firemen, Law Enforcement Officers, Rescue Squad Members, and National Guardsmen, and Distinguished

Scholar Grants) are all awarded through the State Scholarship Board. During the current year, funding for all on-time applicants for any state program has proven to be adequate and most late applicants have been funded. In future years, if federal funding is reduced in the State of Maryland for the campus based programs, there is expected to be a higher volume of applications for State funds, and it is likely that funding will need to be significantly increased or many needy students will not be assisted.

The Higher Education Loan Program (for our students most often the Maryland Higher Education Loan Program [MHELP]) provides low interest loans to students attending postsecondary institutions. Establishment of need is not required for program eligibility. This program is authorized by the Higher Education Act of 1965 as amended. These bank loans have been available during the current year to most students who indicated an interest in them and were eligible.

Expenditures from all sources for aid to undergraduate students for fiscal year 79 totalled $3,424,458. It is anticipated that this year's expenditures to students will be even higher (final figures will be available Fall 1980 after completion of the HEGIS Report).

In looking toward fiscal year 81, fiscal year 82, and future years, total funding must be increased from the current level to reflect cost of living increases, in order to meet the needs of students. If enrollment increases, then funds must be increased proportionately. If funding is reduced in any category, then there is a need for an increase of funds in other categories or the establishment of new funds for students. Since award of all federal and state funds prohibits the consideration of potentially discriminatory factors (except for Vocational Rehabilitation, which considers only those students who have handicaps, and certain other funds established solely for minorities), any reduction of funding will impact the student body proportionately in relation to their participation in the programs.

UMBC is currently ineligible for receipt of Other Race Grants for undergraduates. However, with an anticipated reduction in federal funding, the need for Other Race Grants has been presented to the administration of UMBC. They are currently requesting funds for fiscal year 82, and we are hopeful of such funding.

Further the DC/Del/Md Financial Aid Association, in which the UMBC Financial Aid Office participates, has helped to expand the number of banks that lend through the Higher Education Loan Program, and thereby increase the availability of funds for this program.

The Financial Aid Office has also indicated a need for increased funding of the UMBC Student Scholarship Program to provide greater access to UMBC for needy students in future years due to the probable reduction in federal "campus based" funds.

For all students at UMBC, with a likely reduction in federal funding, there is a need for the development of new funds. Also, as the federal "campus based" funds require fairly rigid eligibility standards, there is a need for funds which have more flexibility in their administration. The development of new funds for financial aid purposes would be the responsibility of the Development Office or University Relations. The appropriate office should become actively involved in such an activity.

Graduate students may be eligible for funds through the NDSL, CWS, and the MHEL programs, all of which are handled the same as for undergraduates. Other graduate financial aid, including Other Race Grants, is administered by the Graduate School Office.

EMPLOYMENT COMPOSITION

Faculty

The 1979-80 HEGIS Report shows the following with regard to faculty:

Full-Time Faculty (Includes Non-U.S. Citizens)

Total - 267

# Minority - 33

% Minority - 12%

# Black - 15

% Black - 6%

Part-Time Faculty* (Includes Non-U.S. Citizens)

Total - 92

# Minority - 5

% Minority - 5%

# Black - 3

% Black - 3%

* Excludes Teaching and Research Assistants

Classified Staff

Classified staff can be equivocated to HEGIS categories Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance. The HEGIS Report (1979-80) shows the following:

Full-Time	Total #	#/% All Minorities	#/% Black
Secretarial/Clerical	148	23 (16%)	23 (16%)
Technical/Paraprofessional	49	12 (24%)	10 (20%)
Skilled Crafts	38	4 (11%)	2 (5%)
Service/Maintenance	29	10 (34%)	10 (34%)

Part Time	Total #	#/% All Minorities	#/% Black
Secretarial/Clerical	2	1 (50%)	1 (50%)
Technical/Paraprofessional	2	--	--
Skilled Crafts	0	--	--
Service/Maintenance	2	1 (50%)	--

Faculty/Staff Search Procedures

Recent revisions to UMBC's Affirmative Action Program allow for the appointment of affirmative action representation on all search committees. With special reference to faculty vacancies, the Office of Human Relations now circulates current lists of position vacancies and encourages the referral or nomination of minority candidates. Such candidates are also referred through the Job Bank operated by the UMBC Office of Human Relations in cooperation with the Maryland Association of Affirmative Action Officers.

ADMINISTRATIVE COORDINATION

UMBC maintains a policy of ensuring minority representation on policy making committees. During academic year 1979-80 such committees include the Athletic Policy Committee, Affirmative Action Advisory Committee, Residential Life Advisory Committee, Student Government Fees Review Board and the Capital Improvements Committee.

Minority representation on such committees is accomplished through the appointment of faculty, staff or students who represent an organizational interest related to the policy area in question.

PROGRAM COOPERATION

UMBC is currently involved in several cooperative efforts involving other institutions within the University of Maryland System, within Maryland public/private higher education and with elementary and secondary schools within the region.

The Greater Baltimore Area Public Education Program allows students enrolled at UMBC to register for courses at other area public colleges and vice versa. Key cooperative registration programs involve UMBC and Coppin State College in Special Education (at Coppin) and Social Work (at UMBC).

UMBC also participates in the Health Careers Pipeline Project coordinated through the University of Maryland at Baltimore (UMAB). The "Pipeline Project" involves postsecondary and secondary institutions throughout the State of Maryland.

Through the UMBC Admissions Office, university students and staff provide support for the Baltimore Public School's Project Go which is aimed at encouraging junior high students toward postsecondary career and education options.

UMBC also has, for several years, sponsored the Cooperative Early Admissions Program which enables high school seniors to pursue college credits while concurrently enrolled in their high school program.

COLLEGE PARK CAMPUS SIXTH MID-YEAR

DESEGREGATION REPORT

INTRODUCTION

College Park is distinguished as the largest campus of the University of Maryland system, and the one with the responsibility for the most comprehensive undergraduate, graduate, professional, and post-doctoral programs. The campus serves the State as a major center for research and graduate training and, as part of the 1862 land-grant tradition, it is responsible for maintaining high quality agricultural research, extension, and instructional programs.

The curriculum provides a broad coverage in the arts and sciences at the undergraduate and graduate level as well as a wide range of pre-professional and professional programs in engineering, agriculture, education, journalism, business and management, architecture, physical education, public affairs, health and recreation, human ecology, and library sciences.

Several of these programs have unique importance to the State. For example, the University has the only comprehensive EPCD accredited program in engineering in the State, the only professionally accredited (AASCB) program in business in the State, the only professionally accredited journalism program in the State, the only College of Agriculture, etc. Thus, the campus has a mission to serve these professions throughout the State by extending its services in any effective way it can.

The campus houses numerous special institutes and bureaus which provide distinctive services to industry, other government agencies, and the arts thoughout the State and in the national capital region. The campus acts as the headquarters for some University-wide services such as the computer networks for instruction, research, and administrative data. The UMCP campus also provides several unique instruction programs of special value to the State, such as the Maryland Fire and Rescue Institute.

The College Park campus provides education for students with a wide array of academic interests from diverse backgrounds who are capable of successfully completing its rigorous academic programs.

More than 37,000 students and 7,000 faculty and staff members are affiliated with academic divisions and/or administrative departments on the College Park campus. The five academic divisions include: Agricultural and Life Sciences, Arts and Humanities, Behavioral and Social Sciences, Human and Community Resources, and Mathematical and Physical Sciences and Engineering. The Chancellor heads the academic and administrative structure of the campus as the chief executive officer. He is assisted by Provosts in each Division, and Vice Chancellors with responsibilities in academic affairs, student affairs, and administrative affairs.

STUDENT COMPOSITION

Of a total of 5325 entering freshmen in Fall 1979, there were 636 or 11.9% American minority group members, of whom 427 or 8.0% were black. During Spring 1980, 15.9% of the new freshmen were minority group members, of whom 33 or 12.8% were black.

Of the total of 3,380 entering transfers for Fall 1979, there were 362 (10.7%) minority group members, of whom 234 (6.9%) were black. 11.7% of the entering transfers in Spring 1980 were minority group members, including 115 or 8.2% of whom were black.

Of the total undergraduate enrollment (full- and part-time) of 29,835, there were 3,416 American minority group students, of whom 2,393 (8.02%) were black.

Of the total graduate enrollment of 7,357 for Fall 1979, there were 681 (9.3%) minority group members of whom 492 (6.7%) were black.

Of the total of 1,829 new graduate students for Fall 1979, there were 188 (10.3%) minority group members of whom 137 (7.5%) were black. During Spring 1980, 11.4% of the new graduate students were minority group members, of whom 7.8% were black.

Despite continued progress in increasing the number of minority group members among our undergraduate student body, it is clear that the campus will have difficulty fully reaching our goals as stated in the 1974 Desegregation Plan. The goal for new freshmen as stated in that plan is to achieve a proportion of minority group members which is at least as high as that among graduates of state high school college preparatory programs.

College Park's goal for undergraduate enrollment is to achieve an undergraduate student body which contains at least the proportion of minority group students which was found in the freshmen classes of the previous two or three years. In the Fall 1974, the minority proportion of new freshmen was 10.69%; in 1975 it was 14.76%; in 1976 it was 13.27%; in 1977, 13.83%; in 1978, 12.85%, and in 1979, 11.94%.

While we are not progressing as rapidly as we would like, it should be recognized that with the current pattern of educational institutions in Maryland, a goal to approximate the minority percentage of "college eligibles" in the population will be impossible to achieve unless a significant number of minority students currently attending predominantly black institutions in Maryland elect to attend UMCP instead.

Enrollment data are presented in Tables 1-4.

Based on data presented elsewhere in this Report, and reproduced in Table 5, significant progress has been made towards achieving equality of access to higher education within the State and at College Park. The State higher education institutions are enrolling essentially the same proportion of black students as are graduating from Maryland high schools. Of these however, 40.2% still elected to attend historically black institutions, and 34.3% attended community colleges. Of the black full-time undergraduate students enrolled in historically white institutions in the State, 39% were at College Park.

The 1974 College Park Campus Desegregation Plan expressed the goal to retain black and other minority students at the same rate white students are retained. Retention rate data and student progression are shown in Tables 6-9. Unfortunately we have still not achieved this goal. The administration is optimistic that the situation will improve with the renewed emphasis on recruiting academically able minority students (see below).

The revised admissions standards became effective Summer/Fall, 1980. An integral part of the new policy authorizes the campus to admit 15% of the new freshman class, University-wide, on the basis of individual admissions. Each campus determines the criteria by which this phase of admissions is administered. Criteria such as exceptional aptitude or talent in art, music, mathematics, dramatics, and athletics are included. Additionally, those who are educationally disadvantaged through personal circumstances are being given special consideration based on data provided by the individual. It is too soon to determine the impact of the new admissions criteria on the composition of the Fall 1980 freshman class. The situation is, however, being carefully monitored.

STUDENT RECRUITMENT AND RETENTION ACTIVITIES AND PROGRAMS

Recruitment of minority students has been the focus of extensive study and discussion over the past year, resulting in a number of recommendations that are being implemented or are under consideration. The campus recently established the position of Associate Director for Recruitment and Special Programs in the Office of Admissions. It is intended that this position will provide new direction and organization to the campus recruiting efforts with particular attention to minority students. Establishment of this position was part of the decision to consolidate the staff of the Office of Equal Opportunity Recruitment within the Admissions Office.

Emphasis is placed on recruiting students who have a reasonable chance for academic success. Academically talented minority students, such as the National Achievement scholars, were made the target of special recruitment efforts, including personalized invitations to the Open House and other campus visits.

Contacts with representatives of minority communities and the Baltimore City, D.C. and Prince Georges County school systems have led to new thrusts. For example, Financial Aid and Admissions Workshops were held at Glenarden, Oxen Hill, and Fairmont Heights. Minority alumni have become involved in recruitment efforts, as by contacting potential students themselves.

Financial Aid applications were simplified, which should be of particular importance to minority students because such a high proportion of them require aid in order to attend college.

In an attempt to attract a larger number of academically talented minority students the Benjamin Banneker Scholarship Program was instituted, beginning with the freshman class of Fall semester 1979. Sixteen scholarships were awarded for 1979-80. About another ten will be awarded in 1980. These awards are based on high school scholastic and extracurricular achievements. Scholarship recipients are also admitted into the honors program, receive a fee waiver for the Orientation program, and receive priority in obtaining a residence hall room. Three of the most outstanding of these students are also Chancellor's Scholars.

The Center for Minorities in Science and Engineering program was initiated in Fall of 1979. Outreach programs have been a major effort of the Center. One of these is the Science Academy for minority junior high school students. This program consists of a coordinated series of science sessions held on Saturday mornings.

Another activity in this program is "Mentors in Science", by which advanced undergraduate and graduate students work directly in the schools as mentors for junior high school science students. The mentors work as assistants to the science and mathematics teachers in planning and organizing science clubs, mathematics clubs, and science fair activities. The mentors also assist the teachers in identification of science resources available through the University.

An additional result of this program is the direct financial support extended to minority graduate students in the sciences and engineering. Five graduate students are now associated with the program. Involvement of undergraduate students as mentors in the program has the result of strengthening their skills and therefore improving their chances of success in obtaining their degrees.

The Office of University Relations developed a film highlighting the accomplishments of distinguished alumni. The film is particularly used as a recruitment tool for high school students. Several minority alumni are featured in the film.

Each of the academic divisions has been involved in a variety of tutoring and advising programs intended to enhance the retention of minority students. In addition, the Office of Minority Student Education has provided counseling and advising services along with important cultural/social/educational programming to enhance the quality of campus life for minority students.

Training workshops for academic advisors are conducted under the auspices of the Dean for Undergraduate Studies. Workshops in 1979-80 covered such matters as: The Characteristic Attitudes and Expectations of New Students; The Constructive Use of Academic Information; Interpersonal Advising Skills; The Advisor as Effective Decision-Maker. Discussions are under way to ensure greater faculty participation. Efforts have been initiated through discussions between the Office of Minority Student Education, Division offices and other administrators to include as advisors persons particularly sensitive to the needs of minority students. The Office of Minority Student Education has prepared a brochure "Guide to Academic Survival", that aids minority students in identifying sources of help and that provides a list of referral persons.

In addition, the Office of Minority Student Education and the Undergraduate Advisement Office coordinated a Mentor Program which assigned selected students to individual faculty members for guidance through the freshman year. The College of Engineering conducts a slightly different program primarily for minority students. Although it is too soon to make thorough evaluations of the programs, many participants responded positively.

The campus administration recognized that attrition is not only the result of academic deficiencies. Minority students who perceive that the campus is not hospitable or a personally satisfying environment will choose to leave and continue their education elsewhere. This aspect of attrition is difficult to correct because the variables involved are so diverse and often personal. The campus also recognizes that programs which are instituted to enhance the environment for minorities must in many instances continue for several years before their impact is recognized. Within each division and campus-wide, programs are instituted to enhance the campus environment for minority students. Some specific efforts include faculty recruitment, the Chancellor's Commission on the Status of Minority and Ethnic Issues, the Office of Minority Student Education, the Minority Pre-professional Societies, Nyumburu (the campus transcultural center) and the Intensive Educational Development Program.

The increased number of minority faculty (see below) will, we believe, assist in the retention of students. As the academic experience reflects greater diversity and the campus environment becomes more hospitable, increased numbers of minority students will choose to continue their education at College Park.

The newly reconstituted Commission on the Status of Minority and Ethnic Issues will provide valuable insight and assistance to the campus as we continue to develop new programs and services to meet the needs of minority students.

The programs such as those described above and initiated during recent years at College Park will need to operate successfully for many years in order to continue our progress toward desegregation. The campus administration strongly believes that continued commitment over a period of years will yield results and that episodic shifts in numbers or percentages should not discourage campus officers in their efforts.

The College Park desegregation goal is to have a proportion of minority graduate students which at least equals the previous year's proportion of minority baccalaureate degree recipients in the U.S. and which increasingly approaches the proportion of such recipients in Maryland. The number and percentage of black graduate students enrolled increased appreciably in 1979-80, as is shown in Tables 1, 2, 3, and 4. We anticipate that this trend will continue as a result of the efforts by graduate school personnel and the division equity officers. The latter visited a number of predominantly black colleges, in the South as well as in Maryland, to meet with students, faculty and administrators and describe UMCP graduate programs and opportunities for assistantships. Designation of graduate assistantships in the sciences (e.g. in Agricultural and Life Sciences and the Center for Minorities in Science and Engineering) and the Other Race Fellowships serve to attract and retain black graduate students and to address the problem of under-representation in certain programs.

Degrees, geographic origin and age data appear in Tables 10, 11, and 12.

TABLE 1. ENROLLMENT TRENDS OF NEW STUDENTS BY RACE, UMCP, FALL, 1974-1979

	ENROLLMENTS											
	Number						Per Cent					
	1974	1975	1976	1977	1978	1979	1974	1975	1976	1977	1978	1979
ALL NEW STUDENTS	10,655	10,828	10,717	11,280	10,300	10,534	100.00	100.00	100.00	100.00	100.00	100.00
American Minorities	996	1,347	1,175	1,323	1,200	1,186	9.35	12.44	10.96	11.73	11.65	11.26
Asian	126	139	154	184	158	175	1.18	1.28	1.44	1.63	1.53	1.66
Black	697	882	890	976	888	798	6.54	8.15	8.30	8.65	8.62	7.57
Hispanic	92	131	115	143	134	151	0.87	1.21	1.07	1.27	1.30	1.43
Indian[1]	81	195	16	20	20	62	0.76	1.80	0.15	0.18	0.20	0.59
American White	9,277	9,073	9,074	9,320	8,362	8,533	87.04	83.79	84.67	82.62	81.18	81.00
Foreign	385	408	468	637	738	815	3.61	3.77	4.37	5.65	7.17	7.74
ALL NEW UNDERGRADUATES	9,029	9,213	8,934	9,416	8,572	8,705	100.00	100.00	100.00	100.00	100.00	100.00
American Minorities	856	1,217	1,040	1,150	1,050	998	9.48	13.21	11.64	12.21	12.25	11.46
Asian	113	118	138	153	138	149	1.25	1.28	1.54	1.63	1.61	1.71
Black	602	798	793	862	785	661[2]	6.67	8.66	8.88	9.15	9.16	7.59
Hispanic	74	112	97	120	118	128	0.82	1.22	1.09	1.27	1.38	1.47
Indian[1]	67	189	12	15	9	60	0.74	2.05	0.13	0.16	0.10	0.69
American White	7,903	7,721	7,594	7,772	6,968	7,111	87.53	83.81	85.00	82.54	81.29	81.69
Foreign	270	275	300	494	554	596	2.99	2.98	3.36	5.25	6.46	6.85
NEW FIRST-TIME FRESHMEN	5,676	5,691	5,615	5,974	5,176	5,325	100.00	100.00	100.00	100.00	100.00	100.00
American Minorities	607	840	745	826	665	636	10.69	14.76	13.27	13.83	12.85	11.94
Asian	86	86	100	108	94	91	1.51	1.51	1.78	1.81	1.82	1.71
Black	434	583	582	626	509	427[2]	7.65	10.24	10.37	10.48	9.83	8.02
Hispanic	44	59	56	85	57	89	0.77	10.4	1.00	1.42	1.10	1.67
Indian[1]	43	112	7	7	5	29	0.76	1.97	0.12	0.12	0.10	0.54
American White	4,899	4,707	4,717	4,825	4,202	4,390	86.31	82.71	84.01	80.76	81.18	82.45
Foreign	170	144	153	323	309	299	3.00	2.53	2.72	5.41	5.97	5.61
ALL NEW TRANSFERS	3,353	3,522	3,319	3,442	3,396	3,380	100.00	100.00	100.00	100.00	100.00	100.00
American Minorities	249	377	295	324	385	362	7.43	10.70	8.89	9.41	11.34	10.70
Asian	27	32	38	45	44	58	0.81	0.91	1.14	1.41	1.29	1.72
Black	168	215	211	236	276	234	5.01	6.10	6.36	6.85	8.13	6.92
Hispanic	30	53	41	35	61	39	0.89	1.50	1.24	1.02	1.80	1.15
Indian[1]	24	77	5	8	4	31	0.72	2.19	0.15	0.23	0.12	0.91
American White	3,004	3,014	2,877	2,947	2,766	2,721	89.59	85.58	86.68	85.62	81.45	80.53
Foreign	100	131	147	171	245	297	2.98	3.72	4.43	4.97	9.71	8.77
ALL NEW GRADUATE STUDENTS	1,629	1,615	1,783	1,864	1,728	1,829	100.00	100.00	100.00	100.00	100.00	100.00
American Minorities	140	130	135	173	150	[illegible]	6.59	8.05	7.57	9.28	8.63	10.28
Asian	13	21	16	31	20	26	0.80	1.30	0.90	1.66	1.16	1.43
Black	95	84	97	114	103	137	5.83	5.20	5.44	6.12	5.96	7.46
Hispanic	18	19	18	23	16	23	1.10	1.18	1.01	1.23	0.92	1.28
Indian[1]	14	6	4	5	11	2	0.86	0.37	0.22	0.27	0.64	0.12
American White	1,374	1,352	1,480	1,548	1,394	1,422	84.35	83.72	83.01	83.05	80.67	77.74
Foreign	115	133	168	143	184	219	7.06	8.23	9.42	7.67	10.65	12.00

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[1] Inflated "American Indian" totals for 1974 and 1975 are attributed to confusing instructions at the point of data collection. It is clear that the majority of these "American Indians" were "American Whites".

[2] 46 black students who matriculated in the summer were excluded from the first-time freshman count in 1979 due to refinements in the definition of first-time students.

NOTE: A 1977 study of approximately 3,000 UMCP students for whom racial data were unknown revealed that students with unknown race data are racially distributed in approximately the same proportions as students with known racial classifications. Therefore, it is recommended that percentage calculations reflect the distribution of current "unknowns" among the various categories in the same proportions as existing "knowns".

TABLE 2. ENROLLMENT TRENDS OF NEW STUDENTS BY RACE, UMCP, SPRING, 1975-1980

	ENROLLMENTS											
	Number						Per Cent					
	1975[2]	1976	1977	1978	1979	1980	1975[2]	1976	1977	1978	1979	1980
ALL NEW STUDENTS	2,324	2,227	2,639	2,338	2,753	2,721	100.00	100.00	100.00	100.00	100.00	100.00
American Minorities	-	228	268	220	329	326	-	10.23	10.15	9.41	11.95	11.98
Asian	-	19	40	25	35	43	-	0.85	1.51	1.07	1.27	1.58
Black	-	157	185	163	241	230	-	7.05	7.01	6.97	8.76	8.45
Hispanic	-	31	35	28	43	48	-	1.39	1.33	1.20	1.56	1.77
Indian[1]	-	21	8	4	10	5	-	0.94	0.30	0.17	0.36	0.18
American White	-	1,854	2,186	1,891	2,130	2,120	-	83.25	82.84	80.88	77.37	77.91
Foreign	-	145	185	227	294	275	-	6.52	7.01	9.71	10.68	10.11
ALL NEW UNDERGRADUATES	1,592	1,443	1,556	1,332	1,739	1,668	100.00	100.00	100.00	100.00	100.00	100.00
American Minorities	-	162	167	137	230	206	-	11.23	10.73	10.28	13.23	12.35
Asian	-	12	21	11	25	21	-	0.83	1.35	0.82	1.43	1.26
Black	-	109	119	109	174	148	-	7.56	7.65	8.19	10.01	8.87
Hispanic	-	21	21	15	26	32	-	1.45	1.35	1.12	1.50	1.92
Indian[1]	-	20	6	2	5	5	-	1.39	0.38	0.15	0.29	0.30
American White	-	1,188	1,289	1,042	1,315	1,291	-	82.33	82.84	78.23	75.62	77.40
Foreign	-	93	100	153	194	171	-	6.44	6.43	11.49	11.15	10.25
NEW FIRST-TIME FRESHMEN	237	214	238	204	272	257	100.00	100.00	100.00	100.00	100.00	100.00
American Minorities	-	51	32	35	52	41	-	23.83	13.44	17.15	19.12	15.95
Asian	-	1	4	-	3	3	-	0.47	1.68	-	1.10	1.17
Black	-	41	27	29	41	33	-	19.16	11.34	14.21	15.08	12.84
Hispanic	-	3	-	5	8	3	-	1.40	-	2.45	2.94	1.17
Indian[1]	-	6	1	1	-	2	-	2.80	0.42	0.49	-	0.77
American White	-	151	184	140	168	182	-	70.56	77.31	68.63	61.77	70.82
Foreign	-	12	22	29	52	34	-	5.61	9.25	14.22	19.11	13.23
ALL NEW TRANSFERS	1,355	1,229	1,318	1,128	1,467	1,411	100.00	100.00	100.00	100.00	100.00	100.00
American Minorities	-	111	135	102	178	165	-	9.03	10.24	9.04	12.13	11.69
Asian	-	11	17	11	22	18	-	0.90	1.29	0.98	1.50	1.28
Black	-	68	92	80	133	115	-	5.53	6.98	7.09	9.07	8.15
Hispanic	-	18	21	10	18	29	-	1.47	1.59	0.88	1.22	2.05
Indian[1]	-	14	5	1	5	3	-	1.13	0.38	0.09	0.34	0.21
American White	-	1,037	1,105	902	1,147	1,109	-	84.38	83.84	79.97	78.19	78.60
Foreign	-	81	78	124	142	137	-	6.59	5.92	10.99	9.68	9.71
ALL NEW GRADUATE STUDENTS	732	784	1,083	1,006	1,014	1,053	100.00	100.00	100.00	100.00	100.00	100.00
American Minorities	88	66	101	83	99	120	12.02	8.42	9.32	8.25	9.76	11.40
Asian	19	7	19	14	10	72	2.60	0.89	1.75	1.39	0.99	[illegible]
Black	56	48	66	54	67	82	7.65	6.12	6.09	5.37	6.61	7.79
Hispanic	13	10	14	13	17	16	1.77	1.28	1.29	1.29	1.68	1.52
Indian[1]	-	1	2	2	5	-	-	0.13	0.19	0.20	0.49	-
American White	556	666	897	849	815	829	75.96	84.95	82.83	84.39	80.38	78.73
Foreign	88	52	85	74	100	104	12.02	6.63	7.85	7.36	9.86	9.88

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[1] Inflated "American Indian" totals for 1974 and 1975 are attributed to confusing instructions at the point of data collection. It is clear that the majority of these "American Indians" were "American Whites."

[2] Racial breakdown for Spring, 1975, is unavailable.

NOTE: A 1977 study of approximately 3,000 UMCP students for whom racial data were unknown revealed that students with unknown race data are racially distributed in approximately the same proportions as students with known racial classifications. Therefore, it is recommended that percentage calculations reflect the distribution of current "unknowns" among the various categories in the same proportions as existing "knowns".

TABLE 3. ENROLLMENT TRENDS BY RACE, UMCP, FALL, 1974-1979

ENROLLMENT

	Number						Per Cent					
	1974	1975	1976	1977	1978	1979	1974	1975	1976	1977	1978	1979
LL STUDENTS	34,353	35,890	36,761	37,866	36,905	37,192	100.00	100.00	100.00	100.00	100.00	100.00
American Minorities	3,385	3,771	3,914	4,052	3,939	4,097	9.85	10.50	10.65	10.70	10.67	11.02
Asian	512	459	500	553	568	619	1.49	1.28	1.36	1.46	1.54	1.66
Black	2,194	2,514	2,732	2,908	2 806	2,885	6.39	7.00	7.43	7.68	7.60	7.76
Hispanic	340	371	385	402	423	457	0.99	1.03	1.05	1.06	1.15	1.23
Indian[1]	339	427	297	189	142	136	0.98	1.19	0.81	0.50	0.38	0.37
American White	29,948	30,663	31,257	32,042	30,858	30,601	87.18	85.44	85.03	84.62	83.62	82.28
Foreign	1,020	1,456	1,590	1,772	2,108	2,494	2.97	4.06	4.32	4.68	5.71	6.70
NDERGRADUATES	27,032	28,561	29,112	30,108	29,422	29,835	100.00	100.00	100.00	100.00	100.00	100.00
American Minorities	2,729	3,177	3,275	3,374	3,291	3,416	10.09	11.12	11.25	11.20	11.19	11.45
Asian	390	385	434	456	478	531	1.44	1.35	1.49	1.51	1.62	1.78
Black	1,791	2,116	2,280	2,439	2,358	2,393	6.63	7.40	7.83	8.10	8.02	8.02
Hispanic	266	300	305	310	342	373	0.98	1.05	1.05	1.03	1.16	1.25
Indian[1]	282	376	256	169	113	119	1.04	1.32	0.88	0.56	0.39	0.40
American White	23,639	24,497	24,873	25,519	24,650	24,635	87.45	85.77	85.44	84.76	83.78	82.57
Foreign	664	887	964	1,215	1,481	1,784	2.46	3.11	3.31	4.04	5.03	5.98
RADUATE STUDENTS	7,321	7,329	7,649	7,758	7,483	7,357	100.00	100.00	100.00	100.00	100.00	100.00
American Minorities	656	594	639	678	649	681	8.96	8.11	8.36	8.74	8.67	9.26
Asian	122	74	66	97	91	88	1.67	1.01	0.86	1.25	1.22	1.20
Black	403	398	452	469	449	492	5.50	5.43	5.91	6.05	6.00	6.69
Hispanic	74	71	80	92	81	84	1.01	0.97	1.05	1.18	1.08	1.14
Indian[1]	57	51	41	20	28	17	0.78	0.70	0.54	0.26	0.37	0.23
American White	6,309	6,166	6,384	6,523	6,207	5,966	86.18	84.13	83.46	84.08	82.95	81.09
Foreign	356	569	626	557	627	710	4.86	7.76	6.18	7.18	8.38	9.65

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[1] Due to confusing instructions in 1974 and 1975, inflated "American Indian" totals were recorded. The majority of these students were "American Whites." The overstatement has been gradually corrected, resulting in considerably fewer "errors" by 1979.

NOTE: A 1977 study of approximately 3,000 UMCP students for whom racial data were unknown revealed that students with unknown race data are racially distributed in approximately the same proportions as students with known racial classifications. Therefore, it is recommended that percentage calculations reflect the distribution of current "unknowns" among the various categories in the same proportions as existing "knowns."

TABLE 4. ENROLLMENT TRENDS BY RACE, UMCP, SPRING, 1975-1980

	ENROLLMENT											
	Number						Per Cent					
	1975	1976	1977	1978	1979	1980	1975	1976	1977	1978	1979	1980
ALL STUDENTS	32,363	33,803	34,830	35,320	34,741	34,857	100.00	100.00	100.00	100.00	100.00	100.00
American Minorities	3,215	3,573	3,738	3,739	3,794	3 786	9.93	10.57	10.73	10.59	10.92	10.86
Asian	484	435	503	502	557	583	1.50	1.29	1.44	1.42	1.60	1.67
Black	2,092	2,393	2,633	2,690	2,693	2,665	6.46	7.08	7.56	7.62	7.75	7.65
Hispanic	327	363	346	379	417	441	1.01	1.07	0.99	1.07	1.20	1.26
Indian[1]	312	382	256	168	127	97	0.96	1.13	0.74	0.48	0.37	0.28
American White	27,994	28,797	29,561	29,611	28,847	28,657	86.50	85.19	84.87	84.40	83.03	82.21
Foreign	1,154	1,433	1,531	1,770	2,100	2,414	3.57	4.24	4.40	5.01	6.05	6.93
NDERGRADUATES	25,354	26,603	27,212	27,741	27,643	27,805	100.00	100.00	100.00	100.00	100.00	100.00
American Minorities	2,561	3,011	3,093	3,085	3,154	3,106	10.10	11.31	11.36	11.12	11.41	11.17
Asian	380	370	435	412	476	492	1.50	1.39	1.60	1.49	1.72	1.77
Black	1,681	2,014	2,181	2,235	2,253	2,169	6.63	7.57	8.01	8.06	8.15	7.80
Hispanic	247	287	257	296	324	356	0.97	1.07	0.94	1.07	1.17	1.28
Indian[1]	253	340	220	142	101	89	1.00	1.28	0.81	0.52	0.37	0.32
American White	22,042	22,747	23,199	23,441	23,006	22,967	86.94	85.51	85.26	84.50	83.23	82.60
Foreign	751	845	920	1,215	1,483	1,732	2.96	3.18	3.38	4.38	5.36	6.23
GRADUATE STUDENTS	7,009	7,200	7,618	7,579	7,098	7,052	100.00	100.00	100.00	100.00	100.00	100.00
American Minorities	654	562	645	654	640	680	9.33	7.80	8.46	8.63	9.02	9.64
Asian	104	65	68	90	81	91	1.48	0.90	0.89	1.19	1.14	1.29
Black	411	379	452	455	440	496	5.86	5.26	5.93	6.00	6.20	7.03
Hispanic	80	76	89	83	93	85	1.15	1.06	1.17	1.10	1.31	1.21
Indian[1]	59	42	36	26	26	8	0.84	0.58	0.47	0.34	0.37	0.11
American White	5,952	6,050	6,362	6,370	5,841	5,690	84.92	84.03	83.52	84.05	82.29	80.69
Foreign	403	588	611	555	617	682	5.75	8.17	8.02	7.32	8.69	9.67

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[1] Due to confusing instructions in 1974 and 1975, inflated "American Indian" totals were recorded. The majority of these students were "American Whites." The overstatement has been gradually corrected, resulting in considerably fewer "errors" by 1980.

NOTE: A 1977 study of approximately 3,000 UMCP students for whom racial data were unknown revealed that students with unknown race data are racially distributed in approximately the same proportions as students with known racial classifications. Therefore, it is recommended that percentage calculations reflect the distribution of current "unknowns" among the various categories in the same proportions as existing "knowns."

TABLE 5

DISTRIBUTION OF BLACK FULL-TIME UNDERGRADUATES AMONG THE STATE PUBLIC HIGHER EDUCATION INSTITUTIONS

A.	1979 Headcount	1979 Percent
Community Colleges	6,245	34.3
Historically Black Institutions	7,313	40.2
Historically White Institutions	4,651	25.5
Total	18,209	100.0
University of Maryland College Park Campus	1,832	39.2 of Blacks in Historically White Institutions 10.1 of Black Full-time Undergraduates in State Higher Education Institutions

B.	1977	1978	1979
Percent of Maryland High School Graduates Who Are Black	20.1	21.6	22.1
Percent of Students in State Public Higher Education Institutions	21.4	21.3	22.7

TABLE 6. STUDENT PROGRESSION: THE FALL, 1975, UMCP UNDERGRADUATE MATRICULATING CLASS BY RACE, SEX, AND FALL, 1979, STATUS

	TOTALS			AMERICAN															FOREIGN			UNK.NAT.ORIG		
				Asian			Black			Hispanic			Indian			White/Other						Unk. Race		
	Total	Men	Women	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W
First-time/Full-time Freshmen, Fall, 1975	5117	2701	2416	72	41	31	481	224	257	46	20	26	89	47	42	4013	2135	1878	113	68	45	303	166	137
ENROLLED																								
number	1234	772	462	21	12	9	121	65	56	10	5	5	22	14	8	960	615	345	30	20	10	70	41	29
per cent	24	28	19	29	29	29	25	29	22	22	25	19	25	30	19	24	29	18	27	29	22	23	25	21
Freshmen																								
number	9	8	1	-	-	-	-	-	-	-	-	-	-	-	-	9	8	1	-	-	-	-	-	-
per cent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sophomores																								
number	46	30	16	-	-	-	2	1	1	-	-	-	2	2	-	36	24	12	1	-	1	5	3	2
per cent	1	1	1	-	-	-	-	-	-	-	-	-	2	4	-	1	1	1	1	-	2	2	2	1
Juniors																								
number	188	126	62	5	4	1	24	15	9	2	1	1	3	1	2	138	95	43	4	3	1	12	7	5
per cent	4	5	2	7	10	3	5	7	4	4	5	4	4	2	5	4	5	2	4	4	2	4	4	4
Seniors																								
number	991	608	383	16	8	8	95	49	46	8	4	4	17	11	6	777	488	289	25	17	8	53	31	22
per cent	19	22	16	22	19	26	20	22	18	18	20	15	19	24	14	19	23	15	22	25	18	17	19	16
GRADUATED																								
number	1502	693	809	30	17	13	64	21	43	11	4	7	26	10	16	1281	601	680	26	13	13	64	27	37
per cent	29	26	33	42	42	42	13	9	17	24	20	27	29	21	38	32	28	36	23	19	29	21	16	27
NOT ENROLLED																								
number	2381	1236	1145	21	12	9	296	138	158	25	11	14	41	23	18	1772	919	853	57	35	22	169	98	71
per cent	47	46	48	29	29	29	62	62	61	54	55	54	46	49	43	44	43	46	50	52	49	56	59	52
Academic Dismissal																								
number	505	317	188	4	4	-	119	59	60	5	2	3	11	10	1	315	206	109	10	6	4	41	30	11
per cent	10	12	8	5	10	-	25	27	23	11	10	12	12	21	2	8	10	6	9	9	9	14	18	8
Other Reasons																								
number	1876	919	957	17	8	9	177	79	98	20	9	11	30	13	17	1457	713	744	47	29	18	128	68	60
per cent	37	34	40	24	19	29	37	35	38	43	45	42	34	28	41	36	33	40	41	43	40	42	41	44

DRC:NLVOLVN05

TABLE 7. STUDENT PROGRESSION: THE FALL, 1976, UMCP UNDERGRADUATE MATRICULATING CLASS BY RACE, SEX, AND FALL, 1979, STATUS

	TOTALS			AMERICAN															FOREIGN			UNK.NAT.ORIG.		
				Asian			Black			Hispanic			Indian			White/Other						Unk. Race		
First-time/Full-time Freshmen, Fall, 1976	Total	Men	Women	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W
	5214	2633	2581	84	45	39	461	164	297	44	22	22	6	3	3	4048	2079	1969	127	83	44	444	237	207
ENROLLED																								
number	3026	1563	1463	57	33	24	210	73	137	23	9	14	1	1	-	2429	1278	1151	70	48	22	236	121	115
per cent	58	59	57	68	73	62	46	44	46	52	41	64	17	33	-	60	62	58	55	58	50	53	51	56
Freshmen																								
number	32	20	12	-	-	-	-	-	-	-	-	-	-	-	-	31	19	12	1	1	-	-	-	-
per cent	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	1	1	-	-	-	-
Sophomores																								
number	141	92	49	3	2	1	15	7	8	-	-	-	1	1	-	111	76	35	1	1	-	10	5	5
per cent	3	3	2	3	4	3	4	4	3	-	-	-	17	33	-	3	4	2	1	1	-	2	2	2
Juniors																								
number	1173	686	487	19	14	5	111	41	70	13	5	8	-	-	-	833	534	349	31	24	7	116	63	48
per cent	22	26	19	23	31	13	24	25	24	29	23	36	-	-	-	22	26	18	24	29	16	26	29	24
Seniors																								
number	1680	765	915	35	17	18	84	25	59	10	4	6	-	-	-	1404	649	755	37	22	15	110	48	62
per cent	32	29	35	42	38	46	18	15	19	23	18	28	-	-	-	34	31	38	29	27	34	25	20	30
GRADUATED																								
number	38	22	16	1	1	-	2	-	2	1	1	-	-	-	-	32	19	13	-	-	-	2	1	1
per cent	1	1	1	1	2	-	-	-	1	2	4	-	-	-	-	1	1	1	-	-	-	1	-	1
NOT ENROLLED																								
number	2150	1048	1102	26	11	15	249	91	158	20	12	8	5	2	3	1587	782	805	57	35	22	206	115	91
per cent	41	40	42	31	25	38	54	56	53	46	55	36	83	67	100	39	37	41	45	42	50	46	49	43
Academic Dismissal																								
number	489	285	204	6	3	3	100	36	64	3	2	1	1	-	1	324	202	122	13	11	2	42	31	11
per cent	9	11	8	7	7	8	22	22	22	7	9	4	16	-	33	8	10	6	10	13	5	9	13	5
Other Reasons																								
number	1661	763	898	20	8	12	149	55	94	17	10	7	4	2	2	1263	580	683	44	24	20	164	84	80
per cent	32	29	34	24	18	30	32	34	31	39	46	32	67	67	67	31	27	35	35	29	45	37	36	38

DRC:NLVOLVN05

TABLE 8. STUDENT PROGRESSION: THE FALL, 1977, UMCP UNDERGRADUATE MATRICULATING CLASS BY RACE, SEX, AND FALL, 1979, STATUS

	TOTALS			A M E R I C A N															FOREIGN			UNK.NAT.ORIG. Unk. Race		
				Asian			Black			Hispanic			Indian			White/Other								
	Total	Men	Women	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W
First-time/Full-time Freshmen, Fall, 1977	5577	2914	2663	85	44	41	503	183	320	67	36	31	4	3	1	3953	2121	1832	254	154	100	711	373	338
ENROLLED																								
number	3508	1849	1659	63	34	29	266	96	170	36	21	15	2	1	1	2563	1384	1179	158	94	64	420	219	201
per cent	63	63	62	74	78	71	53	52	53	54	58	48	50	33	100	65	65	64	62	61	64	59	59	59
Freshmen																								
number	98	56	42	1	1	-	10	3	7	4	3	1	-	-	-	58	36	22	14	9	5	11	4	7
per cent	2	2	2	1	3	-	2	1	2	6	8	3	-	-	-	2	2	1	6	6	5	2	1	2
Sophomores																								
number	1340	765	575	20	10	10	156	62	94	17	8	9	1	-	1	883	528	355	70	41	29	193	116	77
per cent	24	26	21	24	22	24	31	34	29	25	22	29	25	-	100	22	25	19	27	27	29	27	31	23
Juniors																								
number	2070	1028	1042	42	23	19	100	31	69	15	10	5	1	1	-	1622	820	802	74	44	30	216	99	117
per cent	37	35	39	49	53	47	20	17	22	23	28	16	25	33	-	41	38	44	29	28	30	30	27	34
NOT ENROLLED																								
number	2069	1065	1004	22	10	12	237	87	150	31	15	16	2	2	-	1390	737	653	96	60	36	291	154	137
per cent	37	37	38	26	22	29	47	48	47	46	42	52	50	67	-	35	35	36	38	39	36	41	41	41
Academic Dismissal																								
number	501	315	186	6	5	1	96	40	56	8	5	3	2	2	-	285	195	90	31	22	9	73	46	27
per cent	9	11	7	7	11	2	19	22	18	12	14	10	50	67	-	7	9	5	12	14	9	10	12	8
Other Reasons																								
number	1568	750	818	16	5	11	141	47	94	23	10	13	-	-	-	1105	542	563	65	38	27	218	108	110
per cent	28	26	31	19	11	27	28	26	29	34	28	42	-	-	-	28	26	31	26	25	27	31	29	33

TABLE 9. STUDENT PROGRESSION: THE FALL, 1978, UMCP UNDERGRADUATE MATRICULATING CLASS BY RACE, SEX, AND FALL, 1979, STATUS

	TOTALS			A M E R I C A N															FOREIGN			UNK.NAT.ORIG. Unk. Race		
				Asian			Black			Hispanic			Indian			White/Other								
	Total	Men	Women	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W	Tot	M	W
First-time/Full-time Freshmen, Fall, 1978	4810	2524	2286	79	43	31	381	141	240	48	22	26	4	2	2	3483	1875	1608	254	135	119	561	301	260
ENROLLED																								
number	3767	1963	1804	64	38	26	261	92	169	34	17	17	2	1	1	2794	1493	1301	193	100	93	419	222	197
per cent	78	78	79	81	79	84	69	65	70	70	77	65	50	50	50	80	80	81	76	74	78	75	74	76
Freshmen																								
number	1606	916	690	27	20	7	178	70	108	17	8	9	2	1	1	1098	664	434	92	51	41	192	102	90
per cent	33	36	30	34	42	23	47	49	45	35	36	35	50	50	50	31	36	27	36	33	34	34	34	35
Sophomores																								
number	2161	1047	1114	37	18	19	83	22	61	17	9	8	-	-	-	1696	829	867	101	49	52	227	120	107
per cent	45	42	49	47	37	61	22	16	25	35	41	30	-	-	-	49	44	54	40	36	44	41	40	41
NOT ENROLLED																								
number	1043	561	482	15	10	5	120	49	71	14	5	9	2	1	1	689	382	307	61	35	26	142	79	63
per cent	22	22	21	19	21	16	31	35	30	30	23	35	50	50	50	20	20	19	24	[illegible]	22	25	26	24
Academic Dismissal																								
number	241	135	106	3	1	2	54	21	33	2	2	-	1	-	1	141	90	51	17	9	8	23	12	11
per cent	5	5	5	4	2	6	14	15	14	5	9	-	25	-	50	4	5	3	7	7	7	4	4	4
Other Reasons																								
number	802	426	376	12	9	3	66	28	38	12	3	9	1	1	-	548	292	256	44	26	18	119	67	52
per cent	17	17	16	15	19	10	17	20	16	25	14	35	25	50	-	16	15	16	17	19	15	21	22	20

TABLE 10 DEGREE TRENDS BY RACE, UMCP, 1974-75 TO 1978-79

	DEGREES GRANTED									
	Number					Per Cent				
	1974-75	1975-76	1976-77	1977-78	1978-79	1974-75	1975-76	1976-77	1977-78	1978-79
ALL DEGREES	7,007	6,900	7,054	7,083	6,882	100.00	100.00	100.00	100.00	100.00
American Minorities	543	530	584	569	525	7.75	7.68	8.28	8.03	7.63
Asian	94	83	75	93	91	1.34	1.20	1.06	1.31	1.32
Black	296	314	365	360	307	4.22	4.55	5.17	5.08	4.46
Hispanic	84	62	73	65	72	1.19	0.90	1.04	0.92	1.05
Indian	69	71	71	51	55	1.00	1.03	1.01	0.72	0.80
American White	6,173	6,075	6,126	6,215	6,061	88.10	88.04	86.84	87.75	88.07
Foreign	291	295	344	299	296	4.15	4.28	4.88	4.22	4.30
ALL BACCALAUREATE DEGREES	5,213	5,058	5,322	5,481	5,260	100.00	100.00	100.00	100.00	100.00
American Minorities	398	389	462	457	398	7.63	7.69	8.68	8.34	7.56
Asian	76	58	62	79	75	1.46	1.15	1.16	1.44	1.42
Black	202	224	281	294	224	3.87	4.42	5.28	5.37	4.26
Hispanic	61	49	60	43	55	1.17	0.97	1.13	0.78	1.05
Indian	59	58	59	41	44	1.13	1.15	1.11	0.75	0.83
American White	4,720	4,546	4,695	4,846	4,692	90.55	89.88	88.22	88.42	89.20
Foreign	95	123	165	178	170	1.82	2.43	3.10	3.24	3.24
ALL MASTER'S DEGREES	1,409	1,477	1,362	1,268	1,255	100.00	100.00	100.00	100.00	100.00
American Minorities	120	113	94	89	102	8.51	7.65	6.90	7.02	8.13
Asian	12	19	11	10	15	0.85	1.29	0.81	0.79	1.20
Black	79	76	64	53	64	5.60	5.14	4.70	4.18	5.10
Hispanic	21	9	13	20	15	1.49	0.61	0.95	1.58	1.20
Indian	8	9	6	6	8	0.57	0.61	0.44	0.47	0.63
American White	1,155	1,242	1,153	1,104	1,070	81.98	84.09	84.66	87.07	85.25
Foreign	134	122	115	75	83	9.51	8.26	8.44	5.91	6.62
ALL DOCTORAL DEGREES	385	365	370	334	367	100.00	100.00	100.00	100.00	100.00
American Minorities	25	28	28	23	25	6.50	7.67	7.57	6.89	6.90
Asian	6	6	2	4	1	1.56	1.64	0.54	1.20	0.29
Black	15	14	20	13	19	3.90	3.83	5.41	3.89	5.17
Hispanic	2	4	-	2	2	0.52	1.10	-	0.60	0.58
Indian	2	4	6	4	3	0.52	1.10	1.62	1.20	0.86
American White	298	287	278	265	299	77.40	78.63	75.13	79.34	81.32
Foreign	62	50	64	46	43	16.10	13.70	17.30	13.77	11.78

NOTE: A 1977 study of approximately 3,000 UMCP students for whom racial data were unknown revealed that students with unknown race data are racially distributed in approximately the same proportions as students with known racial classifications. Therefore, it is recommended that percentage calculations reflect the distribution of current "unknowns" among the various categories in the same proportions as existing "knowns".

TABLE 11.
GEOGRAPHIC ORIGIN OF STUDENTS, UMCP, FALL, 1979

	Students Enrolled					
	Total		Full-time		Part-time	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
ALL STUDENTS	37,192	-	27,673	-	9,519	-
Undergraduates	29,835	100.0	25,092	100.0	4,743	100.0
Maryland Residents	23,827	79.9	19,956	79.5	3,871	81.6
Montgomery County	9,176	30.8	7,607	30.3	1,569	33.1
Prince Georges County	7,394	24.8	5,888	23.5	1,506	31.7
Baltimore County	2,015	6.8	1,826	7.3	189	4.0
Anne Arundel County	1,592	5.3	1,391	5.5	201	4.2
Baltimore City	928	3.1	833	3.3	95	2.0
Howard	785	2.6	658	2.6	127	2.7
Harford County	375	1.3	353	1.4	22	.5
Others (17)	1,562	5.2	1,400	5.6	162	3.4
Other States/D.C./Territories	4,360	14.6	3,832	15.3	528	11.1
New Jersey	1,003	3.4	950	3.8	53	1.1
New York	982	3.3	917	3.6	65	1.4
Pennsylvania	544	1.8	491	2.0	53	1.1
Virginia	457	1.5	350	1.4	107	2.3
District of Columbia	457	1.5	332	1.3	125	2.6
Others (46)	917	3.1	792	3.2	125	2.6
Foreign Countries	1,540	5.2	1,272	5.1	268	5.7
Korea, South	214	.7	192	.8	22	.5
Iran	166	.6	137	.5	29	.6
Viet Nam, Republic of	156	.5	147	.6	9	.2
India	110	.4	88	.4	22	.5
China, Nationalistic Republic of	92	.3	73	.3	19	.4
Others(95)	802	2.7	635	2.5	167	3.5
Unknown Origin	108	.3	32	.1	76	1.6
Graduate Students	7,357	100.0	2,581	100.0	4,776	100.0
Maryland Residents	4,616	62.7	1,173	45.5	3,443	72.1
Montgomery County	1,583	21.5	419	16.2	1,164	24.4
Prince Georges County	1,502	20.4	373	14.4	1,129	23.6
Baltimore City	310	4.2	90	3.5	220	4.6
Baltimore County	307	4.2	79	3.1	228	4.8
Anne Arundel County	299	4.1	72	2.8	227	4.8
Howard County	233	3.1	56	2.2	177	3.7
Others (18)	382	5.2	84	3.3	293	6.2
Other States/D.C./Territories	2,088	28.4	1,051	40.7	1,037	21.7
Virginia	356	4.8	129	5.0	227	4.8
New York	269	3.7	175	6.8	94	2.0
District of Columbia	247	3.4	69	2.7	178	3.7
Pennsylvania	217	2.9	108	4.2	109	2.3
New Jersey	111	1.5	61	2.3	50	1.0
Others (49)	888	12.1	509	19.7	379	7.9
Foreign Countries	618	8.4	347	13.4	271	5.7
China, Nationalistic Republic of	95	1.3	62	2.4	33	.7
India	65	.9	36	1.4	29	.6
Iran	36	.5	22	.8	14	.3
Korea (North)	27	.4	15	.6	12	.3
Greece	25	.3	14	.5	11	.2
Canada	[illegible]	.3	12	.5	8	.2
Others ([illegible])	[illegible]	4.7	136	7.2	164	3.4
[illegible]	[illegible]	.5	[illegible]	.4	[illegible]	.5

TABLE 12.

STUDENT AGE DATA, UMCP, FALL, 1979

AGE	Total	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30-34	35-39	40-49	50-59	60-69	70-UP	UNK
ALL STUDENTS	37192	14	246	4796	4799	5437	5192	3369	2074	1428	1108	1036	942	802	684	2399	1186	995	312	193	32	148
men	19295	11	99	2373	2440	2751	2675	1981	1290	878	622	574	532	450	381	1221	438	301	90	84	15	89
women	17897	3	147	2423	2359	2686	2517	1388	784	550	486	462	410	352	303	1178	748	694	222	109	17	59
Undergraduates	29835	14	246	4796	4799	5436	5154	3126	1606	909	588	468	412	329	274	711	332	291	110	141	28	65
men	15730	11	99	2373	2440	2751	2653	1862	1050	606	356	285	253	195	161	325	91	75	24	64	13	43
women	14105	3	147	2423	2359	2685	2501	1264	556	303	232	183	159	134	113	386	241	216	86	77	15	22
freshmen	8708	11	217	4578	2332	619	217	136	106	65	49	49	32	30	24	92	49	31	17	24	8	22
sophomores	5754	-	7	114	2058	2052	660	249	154	108	57	57	39	40	26	66	22	25	11	3	1	5
juniors	6305	-	-	12	161	2293	1932	753	335	175	110	81	87	63	59	118	53	50	16	4	-	3
seniors	7108	-	-	-	16	214	2142	1864	902	476	288	218	189	140	122	274	122	95	30	9	2	5
special/others	1960	3	22	92	232	258	203	124	109	85	84	63	65	56	43	161	86	90	36	101	17	30
Graduate Students	7357	-	-	-	-	1	38	243	468	519	520	568	530	473	410	1688	854	704	202	52	4	83
men	3565	-	-	-	-	-	22	119	240	272	266	289	279	255	220	896	347	226	66	20	2	46
women	3792	-	-	-	-	1	16	124	228	247	254	279	251	218	190	792	507	478	136	32	2	37
master's	3505	-	-	-	-	1	24	181	349	357	311	353	292	237	180	644	288	202	54	12	2	18
doctor's	3021	-	-	-	-	-	9	41	93	111	158	176	190	199	170	855	456	373	119	12	-	59
other	831	-	-	-	-	-	5	21	26	51	51	39	48	37	60	189	110	129	29	28	2	6
ALL FULL-TIME STUDENTS	27673	10	223	4527	4473	5065	4715	2675	1465	871	597	524	437	344	282	837	279	224	64	13	6	42
men	14780	7	85	2247	2262	2577	2436	1617	940	589	356	317	279	212	173	471	104	58	24	3	3	20
women	12893	3	138	2280	2211	2488	2279	1058	525	282	241	207	158	132	109	366	175	166	40	10	3	22
Undergraduates	25092	10	223	4527	4473	5064	4690	2514	1174	628	366	302	239	188	153	305	91	81	26	8	6	24
men	13401	7	85	2247	2262	2577	2419	1541	782	446	233	198	158	120	99	157	27	19	7	3	3	11
women	11691	3	138	2280	2211	2487	2271	973	392	182	133	104	81	68	54	148	64	62	19	5	3	13
freshmen	7785	10	211	4337	2120	533	177	108	80	47	26	34	15	13	10	34	7	6	2	4	2	9
sophomores	5179	-	7	111	1990	1903	569	190	115	82	44	45	26	25	13	36	8	9	1	-	1	4
juniors	5570	-	-	11	154	2212	1780	635	269	140	72	57	59	37	36	66	18	15	5	1	-	3
seniors	5516	-	-	-	16	201	2020	1492	646	317	188	138	108	89	75	132	45	37	9	-	1	2
special/others	1042	-	5	68	193	215	144	89	64	42	36	28	31	24	19	37	13	14	9	3	2	6
Graduate Students	2581	-	-	-	-	1	25	161	291	243	231	222	198	156	129	532	188	143	38	5	-	18
men	1379	-	-	-	-	-	17	76	158	143	123	119	121	92	74	314	77	39	17	-	-	9
women	1202	-	-	-	-	1	8	85	133	100	108	103	77	64	55	218	111	104	21	5	-	9
master's	1236	-	-	-	-	1	15	123	212	150	109	109	81	61	48	175	61	47	8	1	-	5
doctor's	1303	-	-	-	-	-	8	34	76	90	116	113	111	93	72	341	118	87	28	3	-	13
other	72	-	-	-	-	-	2	4	3	3	6	-	6	2	9	16	9	9	2	1	-	-
ALL PART-TIME STUDENTS	9519	4	23	269	326	372	477	694	609	557	511	512	505	458	402	1562	907	771	248	180	26	106
men	4515	4	14	126	178	174	239	364	350	289	266	257	253	238	208	750	334	243	66	81	12	69
women	5004	-	9	143	148	198	238	330	259	268	245	255	252	220	194	812	573	528	182	99	14	37
Undergraduates	4743	4	23	269	326	372	464	612	432	281	222	166	173	141	121	406	241	210	84	133	22	41
men	2329	4	14	126	178	174	234	321	268	160	123	87	95	75	62	168	64	56	17	61	10	32
women	2414	-	9	143	148	198	230	291	164	121	99	79	78	66	59	238	177	154	67	72	12	9
freshmen	923	1	6	241	212	86	40	28	26	18	23	15	17	17	14	58	42	25	15	20	6	13
sophomores	575	-	-	3	68	149	91	59	39	26	13	12	13	15	13	30	14	16	10	3	-	1
juniors	735	-	-	1	7	81	152	118	66	35	38	24	28	26	23	52	35	35	11	3	-	-
seniors	1592	-	-	-	-	13	122	372	256	159	100	80	81	51	47	142	77	58	21	9	1	3
special/others	918	3	17	24	19	43	59	35	45	43	48	35	34	32	24	124	73	76	27	98	15	24
Graduate Students	4776	-	-	-	-	-	13	82	177	276	289	346	332	317	281	1156	666	561	164	47	4	65
men	2246	-	-	-	-	-	5	43	82	129	143	170	158	163	146	582	270	187	49	20	2	37
women	2530	-	-	-	-	-	8	39	95	147	146	176	174	154	135	574	396	374	115	27	2	28
master's	2299	-	-	-	-	-	9	58	137	207	202	244	211	176	132	469	227	156	46	11	2	13
doctor's	1718	-	-	-	-	-	1	7	17	21	42	63	79	106	98	514	338	286	91	9	-	46
other	759	-	-	-	-	-	3	17	23	48	45	39	42	35	51	173	101	120	27	27	2	6

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FINANCIAL AID

Of the 2,610 undergraduate students receiving BEOG awards, 984 (38%) were minority group members, of whom 869 (33%) were black.

Of the 331 students receiving Supplemental Educational Opportunity Grants (SEOG), 94 (28%) were minority group members, of whom 86 (26%) were black.

Of the 2,126 students receiving National Direct Student Loans, 853 (40%) were minority group members, of whom 767 (36%) were black.

Of the 745 students employed through the College Work Study Program, 268 (36%) were minority group members, of whom 242 (32%) were black.

With respect to Institutional Grants, 524 or 29.7% of the total of 1,767 were awarded to blacks, and a total of 594 (33.7%) to all minorities combined.

Of the 1952 Scholarships awarded, exclusive of the Senatorial and House Delegate Scholarships, 299 (15.3%) were awarded to black students, and a total of 371 (19.0%) to all minorities. Undergraduate minority students continue to receive a proportion of financial aid funds substantially higher than their proportion in the student population.

As mentioned earlier, the Banneker Scholar program was instituted to provide financial incentives for academically talented minority students for Fall 1979 and continues in 1980. Increased funding has been requested.

Private sources for scholarships continue to be explored by the Development Office. Federal programs are being examined for possible further student financial support. The calculation of financial aid packages is currently being automated, which should result in greater efficiency and speed of processing.

Of 1,820 graduate students receiving graduate assistantships, 152 (8.4%) were minority group members of whom 77 (4.2%) were black.

Of 164 graduate students receiving grants, scholarships or fellowships from federal, state, and institutional sources, 68 (42%) were minority group members, of whom 55 (34%) were black.

Considerable attention is given to increasing the number of minorities who receive graduate assistantships. Statistics are being compiled to show the racial ethnic group of graduate students and of graduate assistantship recipients within academic divisions, colleges and departments. As discussed above, certain assistantships and fellowships are designated specifically for minority students.

Taken together, the proportion of black graduate students supported either through assistantships or through fellowships and traineeships is identical to their representation in the graduate student population.

The Other Race Grant Program is important in the support of minority students. Discussions are underway to explore making the Program even more effective, particularly for recruiting purposes. As in the case of undergraduate financial aid support, new funding is being sought for graduate students, both from federal and private sources. An outcome of such efforts is the expansion of the Graduate and Professional Opportunities Program (G*POP). In addition to the continuation of three fellowships in Economics, three new ones have been allocated for 1980-81: two in Agricultural Engineering and a fourth in Economics.

Tables 13 and 14 present more detailed data on undergraduate and graduate student financial aid support.

TABLE 13

1979-80 UNDERGRADUATE FINANCIAL AID RECIPIENTS

BREAKDOWN BY RACE AND SEX

	Total	Male	Female	Am. Indian	Black	Oriental	Hispanic	White	Foreign	Other*
Basic Educational Opportunity Grant (BEOG)	2610	1263	1347	20	869	50	45	1161	380	85
Supplemental Educational Opportunity Grant (SEOG)	331	147	184	2	86	2	4	215	19	3
National Direct Student Loan (NDSL)	2126	973	1153	13	767	28	45	1033	204	36
College Work Study (CWS)	745	291	454	6	242	10	10	410	58	9
Institutional Grants	1767	894	873	8	524	30	32	963	151	59
Senatorial & House of Delegate Scholarships	2090	968	1122	7	195	33	17	1695	67	76
All Other Scholarships (including General State Scholarships)	1952	956	996	10	299	40	22	1331	174	76

* Race Unknown

TABLE 14

GRADUATE STUDENT SUPPORT, 1979-80

	American Indian	Black Amer.	Asian Amer.	Hispanic Amer.	Other U.S.	Foreign	TOTAL	Male	Female
TOTAL ENROLLED	17	492	88	84	5966	710	7357	3565	3792
% of total enrollment	0.2	6.7	1.2	1.1	81.1	9.6		48.5	51.5
TOTAL SUPPORTED	6	132	54	28	1542	220	1984	1115	869
% of total supported	0.3	6.7	2.7	1.4	77.7	11.1		56.2	43.8
Assistantships (Teaching/Research	6	77	46	23	1447	219	1820	1050	770
Other Race Fellowships	0	49	7	4	0	0	60	23	37
All Other Fellowships/ Traineeships (D.O.T., EPDA, NIH, NSF, LASPAU, Voc, Ed Teachers, A.J. Moyer, Rockefeller Foundation, G.Pop., Dept. of Labor, Graduate School, MD Fellowships)	0	6	1	1	95	1	104	42	62

EMPLOYMENT COMPOSITION

Currently UMCP employs 4,839 persons on a full-time basis. Of the 744 new employees, 164 (22.0%) were minority, and 125 (16.8%) were black. Five (23.8%) new senior-level minority faculty were appointed in 1979-80, of whom 3 (14.3%) were black, bringing the total employed to 49 (5.6%) minorities, 13 black (1.5%). Corresponding figures for new junior faculty are 26 (14.5%) minorities, 14 (7.8%) black. Similar gains were made in the appointment of administrators and other professionals, namely 27 (20.9%) new minority persons, and 15 (11.6%) blacks. These bring the totals to 80 (10.6%) minority and 46 (6.1%) black junior faculty, and 112 (13.2%) minority and 77 (9.0%) black administrators/other professionals. These figures illustrate the effectiveness of the campus program of establishing a Central Resource Pool of positions. Positions from the pool were allocated to the academic divisions on a two-for-one matching basis. Pool positions are specifically designated for furthering desegregation and affirmative action efforts, new or developing interdisciplinary efforts, and other unique and desirable programs which are intended to enhance academic quality. Based on recruiting reports received to date, it appears likely that the campus will make several key appointments for Fall 1980.

The 1974 Desegregation Plan sets a goal for the utilization of minorities among classified staff to equal the representation of minorities in the Baltimore/Washington recruiting area within four years. Units are now required to conduct utilization analyses to determine the degree to which the profile of the campus work force is consistent with that mandated for the campus in the 1973 Desegregation Plan for the state. Although 93 (22.4%) of the new classified employees were black, the overall profile has not changed greatly; 28.0% black in 1979 compared to 27.9% in 1978. This stability reflects the difficulty in bringing black classified employees to the College Park campus, given the salary structure and the severe competition with federal agencies and industry in the Washington metropolitan area.

The Human Relations Office will continue to assertively follow up with campus divisions to ensure that steps are taken to enhance the recruitment efforts for minority employees at all levels. Under the supervision of the Division of Administrative Affairs the campus Personnel Office will review the current screening and application process for classified employees to determine if barriers exist and where necessary will initiate steps to correct the situation. Outcomes of their efforts will be reported to the Chancellor through the Human Relations Office.

TABLE 15

NEWLY EMPLOYED FULL-TIME EMPLOYEES BY RACE, UNCP, FALL, 1975-1979

	EMPLOYEES									
	Number					Per Cent				
	1975	1976	1977	1978	1979	1975	1976	1977	1978	1979
FULL-TIME NEW EMPLOYEES	536	675	624	603	744	100.00	100.00	100.00	100.00	100.00
American Minorities	117	112	124	124	164	21.83	16.59	19.87	20.57	22.04
Asian	13	15	20	14	19	2.43	2.22	3.21	2.32	2.55
Black	101	88	101	94	125	18.84	13.04	16.18	15.59	16.80
Hispanic	3	8	3	15	16	0.56	1.18	0.48	2.49	2.15
Indian	-	1	-	1	4	-	0.15	-	0.17	0.54
American White	419	546	472	451	551	78.17	80.89	75.64	74.79	74.06
Foreign	-[1]	17	28	28	29	[1]	2.52	4.49	4.64	3.90
PROFESSIONAL STAFF	187	304	262	287	329	100.00	100.00	100.00	100.00	100.00
American Minorities	25	26	28	36	58	13.37	8.55	10.69	12.54	17.63
Asian	8	5	12	7	17	4.28	1.64	4.58	2.44	5.16
Black	17	20	16	21	32	9.09	6.58	6.11	7.32	9.73
Hispanic	-	1	-	7	7	-	0.33	-	2.43	2.13
Indian	-	-	-	1	2	-	-	-	0.35	0.61
American White	162	262	207	223	243	86.63	86.19	79.01	77.70	73.86
Foreign	-[1]	16	27	28	28	-[1]	5.26	10.30	9.76	8.51
FACULTY	88	174	155	166	200	100.00	100.00	100.00	100.00	100.00
American Minorities	11	13	16	18	31	12.50	7.47	10.32	10.84	15.50
Asian	6	2	10	4	11	6.82	1.15	6.45	2.41	5.50
Black	5	10	6	11	17	5.68	5.75	3.87	6.63	8.50
Hispanic	-	1	-	3	2	-	0.57	-	1.80	1.00
Indian	-	-	-	-	1	-	-	-	-	0.50
American White	77	151	118	127	141	87.50	86.78	76.13	76.51	70.50
Foreign	-[1]	10	21	21	28	-[1]	5.75	13.55	12.65	14.00
SENIOR FACULTY[2]	5	17	17	10	21	100.00	100.00	100.00	100.00	100.00
American Minorities	-	2	1	-	5	-	11.76	5.88	-	23.81
Asian	-	-	-	-	1	-	-	-	-	4.76
Black	-	2	1	-	3	-	11.76	5.88	-	14.29
Hispanic	-	-	-	-	1	-	-	-	-	4.76
Indian	-	-	-	-	-	-	-	-	-	-
American White	5	15	16	10	16	100.00	88.24	94.12	100.00	76.19
Foreign	-[1]	-	-	-	-	-[1]	-	-	-	-

TABLE 15. (continued)

	EMPLOYEES									
	Number					Per Cent				
	1975	1976	1977	1978	1979	1975	1976	1977	1978	1979
2. JUNIOR FACULTY	83	157	138	156	179	100.00	100.00	100.00	100.00	100.00
American Minorities	11	11	15	18	26	13.25	7.01	10.87	11.54	14.53
Asian	6	2	10	4	10	7.23	1.27	7.25	2.57	5.59
Black	5	8	5	11	14	6.02	5.10	3.62	7.05	7.82
Hispanic	-	1	-	3	1	-	0.64	-	1.92	0.56
Indian	-	-	-	-	1	-	-	-	-	0.56
American White	72	136	102	117	125	86.75	86.62	73.91	75.00	69.83
Foreign	-[1]	10	21	21	28	-[1]	6.37	15.22	13.46	15.64
B. ADMINISTRATIVE/OTHER PROF.	99	130	107	121	129	100.00	100.00	100.00	100.00	100.00
American Minorities	14	13	12	18	27	14.14	10.00	11.22	14.88	20.93
Asian	2	3	2	3	6	2.02	2.31	1.87	2.48	4.65
Black	12	10	10	10	15	12.12	7.69	9.35	8.26	11.63
Hispanic	-	-	-	4	5	-	-	-	3.31	3.88
Indian	-	-	-	1	1	-	-	-	0.83	.77
American White	85	111	89	96	102	85.86	85.38	83.18	79.34	79.07
Foreign	1	6	6	7	-	-[1]	4.62	5.60	5.78	-
II. NON-PROFESSIONAL CLASSIFIED	349	371	362	316	415	100.00	100.00	100.00	100.00	100.00
American Minorities	92	86	96	88	106	26.36	23.18	26.52	27.85	25.54
Asian	4	10	8	7	2	1.15	2.69	2.21	2.22	0.48
Black	85	68	85	73	93	24.35	18.33	23.48	23.10	22.41
Hispanic	3	7	3	8	9	0.86	1.89	0.83	2.53	2.17
Indian	-	1	-	-	2	-	0.27	-	-	0.48
American White	257	284	265	228	308	73.64	76.55	73.20	72.15	74.22
Foreign	-[1]	1	1	-	1	-[1]	0.27	0.28	-	0.24

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[1] Data unavailable in 1975; included in American counts by race.

[2] Associate and Full Professors.

TABLE 16. FULL-TIME EMPLOYEES BY RACE, UMCP, FALL, 1975-1979

	Number 1975	Number 1976	Number 1977	Number 1978	Number 1979	Per Cent 1975	Per Cent 1976	Per Cent 1977	Per Cent 1978	Per Cent 1979
ALL FULL-TIME EMPLOYEES	4,620	4,689	4,704	4,754	4,839	100.00	100.00	100.00	100.00	100.00
American Minorities	836	863	917	950	980	18.10	18.41	19.50	19.98	20.25
Asian	76	84	101	108	110	1.65	1.79	2.15	2.27	2.27
Black	733	723	761	771	796	15.87	15.42	16.18	16.21	16.45
Hispanic	26	45	47	63	63	0.56	0.96	1.00	1.33	1.30
Indian	1	11	8	8	11	0.02	0.24	0.17	0.17	0.23
American White	3,784	3,788	3,737	3,745	3,795	81.90	80.78	79.44	78.78	78.43
Foreign	-[1]	38	50	59	64	-[1]	0.81	1.06	1.24	1.32
I. PROFESSIONAL STAFF	2,266	2,327	2,332	2,419	2,482	100.00	100.00	100.00	100.00	100.00
American Minorities	171	172	195	214	241	7.55	7.39	8.36	8.85	9.71
Asian	57	49	64	70	73	2.52	2.10	2.74	2.89	2.94
Black	109	106	111	119	136	4.81	4.56	4.76	4.92	5.48
Hispanic	4	11	14	19	25	0.18	0.47	0.60	0.79	1.01
Indian	1	6	6	6	7	0.04	0.26	0.26	0.25	0.28
American White	2,095	2,118	2,089	2,146	2,178	92.45	91.02	89.58	88.71	87.75
Foreign	-[1]	37	48	59	63	-[1]	1.59	2.06	2.44	2.54
A. FACULTY	1,545	1,559	1,545	1,594	1,631	100.00	100.00	100.00	100.00	100.00
American Minorities	94	91	107	118	129	6.08	5.84	6.93	7.40	7.91
Asian	47	39	54	57	54	3.04	2.50	3.50	3.58	3.31
Black	46	41	40	47	59	2.98	2.63	2.59	2.95	3.62
Hispanic	-	7	10	12	13	-	0.45	0.65	0.75	0.80
Indian	1	4	3	2	3	0.06	0.26	0.19	0.12	0.18
American White	1,451	1,441	1,404	1,434	1,444	93.92	92.43	90.87	89.96	88.53
Foreign	-[1]	27	34	42	58	-[1]	1.73	2.20	2.64	3.56
1. SENIOR FACULTY[2]	800	839	850	874	873	100.00	100.00	100.00	100.00	100.00
American Minorities	27	36	37	43	49	3.38	4.29	4.35	4.92	5.61
Asian	16	22	22	25	24	2.00	2.62	2.59	2.86	2.75
Black	10	8	7	9	13	1.25	0.95	0.82	1.03	1.49
Hispanic	-	4	6	8	10	-	0.48	0.71	0.92	1.14
Indian	1	2	2	1	2	0.13	0.24	0.23	0.11	0.23
American White	773	802	812	831	823	96.62	95.59	95.53	95.08	94.27
Foreign	-[1]	1	1	-	1	-[1]	0.12	0.12	-	0.12
2. JUNIOR FACULTY	745	720	695	720	758	100.00	100.00	100.00	100.00	100.00
American Minorities	67	55	70	75	80	8.99	7.64	10.07	10.42	10.55
Asian	31	17	32	32	30	4.16	2.36	4.60	4.44	3.96
Black	36	33	33	38	46	4.83	4.58	4.75	5.28	6.07
Hispanic	-	3	4	4	3	-	0.42	0.58	0.56	0.39
Indian	-	2	1	1	1	-	0.28	0.14	0.14	0.13
American White	678	639	592	603	621	91.01	88.75	85.18	83.75	81.93
Foreign	-[1]	26	33	42	57	-[1]	3.61	4.75	5.83	7.52

TABLE 16 (CONTINUED)

	EMPLOYEES									
	Number					Per Cent				
	1975	1976	1977	1978	1979	1975	1976	1977	1978	1979
B. ADMINISTRATIVE/OTHER PROF	721	768	787	825	851	100.00	100.00	100.00	100.00	100.00
American Minorities	77	81	88	96	112	10.68	10.55	11.18	11.64	13.16
Asian	10	10	10	13	19	1.39	1.30	1.27	1.53	2.23
Black	63	65	71	72	77	8.74	8.47	9.02	8.73	9.05
Hispanic	4	4	4	7	12	0.55	0.52	0.51	0.85	1.41
Indian	-	2	3	4	4	-	0.26	0.38	0.48	0.47
American White	644	677	685	712	734	89.32	88.15	87.04	86.30	86.25
Foreign	-[1]	10	14	17	5	-[1]	1.30	1.78	2.06	0.59
II. NON-PROFESSIONAL CLASSIFIED	2,354	2,362	2,372	2,335	2,357	100.00	100.00	100.00	100.00	100.00
American Minorities	665	691	722	736	739	28.25	29.26	30.44	31.52	31.35
Asian	19	35	37	38	37	0.81	1.48	1.56	1.63	1.57
Black	624	617	650	652	660	26.51	26.13	27.40	27.92	28.00
Hispanic	22	34	33	44	38	0.93	1.44	1.39	1.38	1.61
Indian	-	5	2	2	4	-	0.21	0.09	0.09	0.17
American White	1,689	1,670	1,648	1,599	1,617	71.75	70.70	69.48	68.48	68.61
Foreign	-[1]	1	2	-	1	-[1]	0.04	0.08	-	0.04

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[1] Data unavailable in 1975; included in American counts by race.

[2] Associate and Full Professors.

ADMINISTRATIVE COORDINATION

The College Park Campus has developed a comprehensive administrative structure appropriate to the size and complexity of the campus and to our commitments to educational and employment equity. The major campus officers -- Provosts and Vice Chancellors, have been delegated responsibility for desegregation progress. To help them carry out their responsibilities, a support structure of equity officers has been established. Equity officers in each division and major unit assist in faculty and staff recruitment, selection, and orientation; help ensure that advising, tutorial and other student service programs are responsive to the particular needs of minority students in that unit, and perform other related specialized duties. It should be pointed out that the divisional structure places the responsibility and resources for desegregation in units whose authority and size are best suited to overall progress toward our desegregation goals in the academic area.

Also included in the equity structure is the Office of Human Relations Programs which has campus-wide desegregation responsibilities. The Director of the Office of Human Relations Programs reports directly to the Chancellor and is responsible for monitoring overall progress toward desegregation goals. The Director collects and reviews all campus reports and prepares her own analyses and independent recommendations for campus action. In addition, the Office of Human Relations Programs monitors campus compliance with federal regulations in areas of equal opportunity, processes grievances resulting from alleged violations of the Human Relations Code, initiates and supports local unit equity and human relations programs and activities, and provides liaison with the Campus Senate Committee on Human Relations.

The basic approach to desegregation at College Park has been to articulate a firm commitment, establish clear priorities, delineate responsibilities, insist upon results, and create positive incentives to progress.

The Human Relations Office has updated the Affirmative Action Compliance Report. This extensive working document summarizes the efforts of the academic divisions and other units in establishing goals and time tables for affirmative action programs in areas of employment and student enrollment.

At the close of the last academic year, the Human Relations Office sponsored an affirmative action workshop for senior administrators and others concerned with the accomplishment of affirmative action and desegregation goals. The workshop provided the participants with an opportunity to begin important dialogue about cooperative and joint programmatic efforts. Following this initiative several academic divisions held affirmative action workshops for their own administrators and faculty during this academic year. The process of increasing sensitivity to minority issues thus continues to spread through the campus.

The Chancellor's Commission on the Status of Minority and Ethnic Issues has recently been reactivated. The Commission, composed of representatives from faculty, staff, alumnae, and students, serves as an advisory group to the Chancellor. The Commission has been asked to investigate and evaluate the structural and procedural mechanisms that impact on the well-being of ethnic minority persons on the campus. Included among the issues that the Commission is examining are recruitment and retention (among students, faculty, and administrators), curriculum, financial aid, housing, and tenure and promotion policies and practices. The Commission provided valuable input and suggestions regarding the minority recruitment programs and is currently conducting reviews of other campus programs.

The appointment of blacks and other minorities to key campus positions is an important aspect of the campus desegregation activities. Within the past few years, minority staff members have been appointed to such non-minority jurisdictions as the Director of Financial Aid, Associate Dean of the Graduate School, Coordinator of Freshman Admissions, Chairman of the Art Department, among others.

The Visiting Minority Scholars Program initiated in 1978-79 has continued with modification into 1979-80. Its purpose is to help departments sponsor lectures by minority scholars. For example, a series of four lectures was scheduled for Black History Month in February, under the co-sponsorship of the Afro-American Studies Program and Behavioral and Social Sciences Division. Such minority scholar visits provide minority students an opportunity to interact with additional role models and expose the campus community to a wider range of minority scholars.

The Human Relations Office sponsored "Human Relations Year 1979-80" in an effort to promote healthier relationships between the campus' various racial, cultural and religious groups. The Human Relations Office invited representatives from all campus student organizations to participate in a meeting to plan activities for Human Relations Year. All activities were organized and planned by student groups, the Human Relations Office, and various units, faculty and staff of the College Park Campus.

The Human Relations Office continues to work with divisional offices in the development, implementation, and updating of Affirmative Action Compliance Programs.

Funding for desegregation programs and activities continues to be a campus budget priority. During FY 1980, College Park budgeted a total of $2,079,370 for the desegregation program. In addition to the FY 80 state appropriation of $1,160,339, $919,131 from University tuition and fee income was specifically earmarked for desegregation. For FY 81, College Park requested $1,176,382 in the State supported program and $930,119 in other desegregation support programs.

PROGRAM COOPERATION

The College Park Campus continues to cooperate with other institutions in the State through a number of activities. The articulated programs with the community colleges facilitate the transfer of students with A.A. degrees. The dual degree programs with some of the State colleges permit students to obtain a liberal arts bachelor's degree and an engineering degree. Predominantly black colleges participating in this program include Morgan, Coppin, and Bowie. The pre-engineering program at the University of Maryland, Eastern Shore Campus enables students to transfer with the College of Engineering at College Park after two years at the Eastern Shore Campus.

UMCP has participated in the State Board of Higher Education Internship program. Eight College Park students interned during 1979-80 at other institutions, including Morgan State University and University of Maryland, Baltimore County. Considerable interest to participate in this program was demonstrated by the 14 individuals who applied for internships and by the 8 institutional applications for 1980-81.

SUMMARY

The year 1979-80 was a year for the evaluation of programs and the initiation of new directions. The restructuring of the Undergraduate Admissions Office broadens the responsibility for minority student recruitment to the entire office, but also assigns prime responsibility for that activity to the Associate Director. Continued emphasis is placed on the recruitment of academically able minority students who have a reasonable chance for academic success. Outreach programs, financial support, and advising are viewed as important components of recruitment and retention activities.

The up-dating of the Affirmative Action Compliance Report, with its establishment of utilization ratios and goals, and the standardized reporting mechanisms, is re-sensitizing the campus to the need for aggressive affirmative action in the hiring of personnel at all levels. Key appointments were made of minority, in particular black, persons as faculty and administrators. Limited turn-over of senior level employees tends to stabilize the overall proportions.

Enrollments of black students still fall short of desegregation goals, but the re-examination of recruitment techniques and retention programs should move the campus closer to its goals in future years.

SIXTH MID-YEAR DESEGREGATION STATUS REPORT
UNIVERSITY OF MARYLAND EASTERN SHORE
MAY 1980

Introduction

The University of Maryland Eastern Shore, a fully accredited four-year public institution, is located in the historical town of Princess Anne, Maryland. The setting is ideal for serious academic study in that the institution is situated away from the center of the town on over 500 acres of land, consisting of the main campus, farms, pastures, and woodlands. It is located fifteen minutes from the growing city of Salisbury; thirty-five minutes from the resort of Ocean City; and about two and one-half hours from Baltimore, Washington and the University campus at College Park.

The campus, founded on September 13, 1886 as the Delaware Conference Academy with an enrollment of nine students, seeks to create an atmosphere of academic excellence, and to offer modern studies, as well as to advance the professional development of its students and faculty through research and self-realization. Through interdisciplinary, intercultural, and innovative studies which focus on the needs and demands of a pluralistic society, UMES strives to create an environment in which its community can develop and realize its maximum potential.

The overall thrust of the UMES objectives is to provide educational opportunities which are varied in nature, excellent in quality, and designed for the fulfillment of the needs of the society in general, the State of Maryland and the Eastern Shore in particular. There are several factors contributing to the uniqueness of UMES: a) it is one of the two institutions in the state offering comprehensive land-grant curricula, and is the only institution of the Eastern Shore having such curricula; b) it provides supportive and auxiliary programs for the educational development of high school and college students from the lower socio-economic strata of society; c) it provides unusual educational opportunities for undergraduate students to participate in specialized research; and, d) it has instituted an Honors Program, in cooperation with the professional schools of the University of Maryland at Baltimore, for UMES students of great promise and ability who can meet rigorous academic standards.

The Honors Program

Background

In Fall, 1979 the University of Maryland Eastern Shore (UMES) in cooperation with the professional schools of the University of Maryland at Baltimore (UMAB), instituted a unique honors program for students of great promise and ability. The UMES-UMAB Honors Program is general in nature and focuses on specific pre-professional areas of concentration in dentistry, law, nursing, medicine, and pharmacy. Students who successfully complete one of these majors will be admitted into the respective professional school of the University. An additional area of concentration is included for those students aspiring to graduate degrees, masters and/or doctorate, in social work and community planning.

There are four basic goals of the UMES-UMAB Honors Program:

1. To increase the number of highly qualified students attending UMES, particularly those historically underrepresented in the health professions;
2. To strengthen the academic preparation of the students at UMES for admission to professional schools;
3. To assist in the improvement of the overall quality of the educational process at UMES, including both programs and students; and
4. To serve as a model for upgrading the enrollment, in terms of quality and quantity, of comparable predominantly Black institutions in other states.

Content

To a significant degree, the implementation of the

UMES-UMAB Honors Program was possible because of primary funding from the Josiah Macy, Jr. Foundation.

As of May 1980 the following data is pertinent to the first year development of the program:

a. During the Fall, 1979 semester, 31 students enrolled in the UMES-UMAB Honors Program. Of this number, 23 students were Maryland residents, 21 were Black Americans of which 14 were male, and other race minorities totaled 4. (Josiah Macy, Jr. Scholars numbered 12.)

b. Of the 31 students who entered the Honors Program during the Fall, 26 registered for the Spring, 1980 term. Two minority students entered the program for the first time during this semester. In total, 28 students enrolled in the Honors Program for the Spring 1980 term. Twenty students are Maryland residents and the same number represents minorities. Twelve enrollees are Black females and other race minorities total 4.

Projections for the 1980-81 academic year relating to the continued development of the UMES-UMAB Honors Program would include the following:

a. The Honors Program Committee has recommended that the enrollment figures for the 1979-80 academic year be used as a base year in determining projected enrollment for the 1980-81 school year. The Committee has made the determination that approximately 10 additional students will be admitted (total of about 40) for the 1980-81 academic year. To date, 36 students have indicated their intentions to enroll during the Fall, 1980 semester. Of this number there will be 17 males (10 Black, 3 other race minority); 19 female (14 Black, 1 other race minority). Approximately 78% of the 1980-81 entering class (Honors Program) is expected to be members of an ethnic minority group.

b. To date, 66 students have been accepted into the 1980-81 class or have been placed on a waiting list. Seventeen students have cancelled their applications into the Program and have indicated their intention to attend another university. So as to have a diverse population, it has been necessary to place some students on a waiting list.

1979-80 IMPLEMENTATIONS

Enrollment

During the Fall, 1979 semester, 31 students were enrolled in the UMES-UMAB Honors Program. Twenty-Three students were Maryland residents. Of the entering class, 21 were Black Americans of which 14 were female. Asian Americans numbered 4. There were 6 Caucasian Americans enrolled accounting for 19% of program students. Table 1 graphically represents enrolled students by racial and sexual group representation.

TABLE 1

1979-80 Honors Program Applicants Admitted to Pre-professional Areas by Racial and Sexual Group Representation

	Dent.	Law	Med.	Nursing	Pharm.	SW/CP	Gen.	Tot.	%
Males									
Black	0	0	5	0	0	1	1	7	23
Asian Am.	1	0	1	0	0	0	1	3	10
Caucasian	0	0	4	0	0	0	0	4	13
								17	55
Females									
Black	0	0	7	1	0	2	4	14	45
Asian Am.	0	0	1	0	0	0	0	1	3
Caucasian	0	0	1	1	0	0	0	2	6
TOTAL	1	0	19	2	0	3	6	31	100

Ethnic minority enrollment during the Fall, 1979 semester was 81%. Black minorities total 68% of total enrollment and Asian Americans totaled 13%. Table 2 graphically represents enrolled students by ethnic minority group representation.

1979-80 HONORS PROGRAM STUDENT ENROLLMENT BY ETHNIC MINORITY GROUP REPRESENTATION

Black Minority		Asian Minority		Totals	
No.	Percent	No.	Percent	No.	Percent
21	68	4	13	25	81

TABLE 3

1980-81 Honors Program Applicants Expected to Enroll in Pre-professional Areas by Racial and Sexual Group Representation

	Dent.	Law	Med.	Nursing	Pharm.	SW/CP	Gen.	Tot.	%
Males								17	47
Black	0	0	6	0	0	0	4	10	28
Asian Am.	0	0	3	0	0	0	0	3	8
Caucasian	1	0	1	0	0	0	2	4	11
Females								19	53
Black	0	0	4	2	0	0	8	14	39
Asian Am.	0	0	0	0	0	0	1	1	3
Cauasian	0	0	1	1	0	0	2	4	11
TOTALS	1	0	15	3	0	0	17	36	100

Approximately 19% of the 1979-80 entering class and 22% of the 1980-91 entering class are Caucasian Americans.

to UMES and these students represent some of Maryland's highest achievers.

STUDENT COMPOSITION

Student Body Profile

The Fall 1979 enrollment at UMES consisted of 1,069 undergraduate and 48 graduate students for a total headcount of 1,117. Of the undergraduate figure 928 were full-time enrollees and 141 were part-time. Of the graduate enrollees 10 were full-time and 38 were part-time students. During the past three years UMES' undergraduate enrollment has increased 8%. Since implementation of its first graduate program in the Fall of 1978, graduate enrollment has experienced a 50% increase in 1979. Consequently, there has been a 12% increase in total enrollment (graduate and undergraduate) over the past three years.

A shift in the male and female population occurred in the Fall of 1979. Males comprised 51.4% of the undergraduate and graduate enrollment compared to 56.2% in Fall 1978. In the Fall of 1978 total male enrollment exceeded total female enrollment by 28.3% while for the Fall of 1979 this difference has decreased to 6.4%.

The age distribution for Fall 1979 showed mean age values of 21.8 and 32.2 for undergraduate and graduate students, respectively. These represent nearly a one year decrease in the mean ages for both groups when compared to Fall 1978 mean ages of 22.6 and 33.2 for undergraduates and graduate students, respectively. An 11% increase in enrollment of students within the 17-19 age interval was largely responsible for the lower undergraduate mean age while the lowering of the graduate mean age resulted from the enrollment of a large percentage of students within the 20-24 age interval.

The racial composition of the undergraduate student body was 80.4% black, 15.3% white, 0.9% Asian-American, 0.2% Hispanic, and 3.2% foreign. The racial composition of the graduate student body was 47.9% for both black and white ethnic groups and 2.1% for both the American-Indian and foreign categories. Comparison of corresponding Fall 1978 figures for the total student body, undergraduate and graduate, shows a small increase in percentage of students of black ethnic origin and a small decline in the percentage of students of white ethnic origin, 77.5% and 17.9% for black and white groups respectively for Fall 1978, compared to 79.0% and 16.7%, respectively, for Fall 1979. However, this trend appears to be temporary and should reverse itself next year and in subsequent years as our first-time enrollees and transfer students progress through their programs of study.

The figure for first-time enrollees (first-time admission to any institution) for Fall 1979 show a new student enrollment of 385, a 25% increase over the Fall 1978 figure. The racial composition of these 385 first-time enrollees is 83.5% black, 13.5% white, 1.0% Asian-American, and 2.0% of foreign origin. Although these figures at first glance may not suggest movement of the student mix in the desired direction they do represent approximately a 5% decline in black enrollees and a 5% increase in white enrollees when compared to the corresponding percentages of the first-time enrollees in the Fall of 1978. This shift in composition coupled with past retention patterns, new programming, new recruitment efforts, transfer students, and the anticipated continuations of this shift in composition of first-time students in the Fall of 1980 should insure movement toward the desired student racial mix. The racial composition of transfer students was 52.0% black, 42.0% white, 2.0% hispanic, and 4.0% foreign. Student transfers totaled 48, a 33% increase over the Fall 1978 figure. Substantial increases in transfer students are expected annually with a racial composition more balanced or comparable to Fall 1979.

The mean composite SAT score for Fall 79 first-time enrollees increased by 7% over the Fall 1978 mean score.

For the past eight years the mean SAT scores for first-time enrollees have consistently declined. Fall 1979 figures suggest that this trend has been reversed and a higher caliber student is enrolling at UMES.

The composition of the total, undergraduate and graduate, student body by geographic origin for Fall 1979 was 63.2% in-state, 33.7% out-of-state, and 3.1% foreign. Undergraduate percentages are 62.0%, 34.8%, and 3.2% while graduate percentages are 89.6%, 8.3% and 1.0%, respectively, for in-state, out-of-state, and foreign categories. Since Fall 1976, in-state and out-of-state have both increased yearly with the out-of-state increase showing the largest annual percentage increase. Foreign enrollment has continued to decline from a peak of 10% of the total enrollment in 1974 to its present 3.1%. Sixty-two percent of the Fall 1979 in-state enrollment is comprised of students from counties that could be considered as our primary service area - Somerset, Wicomico, Worcester, and Dorchester. In all, twenty-one counties are represented within our in-state enrollees. Students from seventeen states, the District of Columbia, and the Virgin Islands comprise our out-of-state enrollment. Virginia, New York, District of Columbia, Pennsylvania, and New Jersey provide 80% of the out-of-state headcount with each contributing 11% or more of the total out-of-state enrollees.

Nine foreign countries are represented by the Foreign enrollees. Students from Iran and Nigeria comprise 71% of UMES's foreign population.

Other Race Recruitment

Other race recruitment efforts have followed, and even extended beyond, those outlined in the Desegregation Plan. Because "other race" enrollment has fallen somewhat short of the established goals, extra recruitment efforts have been employed. Amone these efforts are the following: a white recruiter is employed in the recruitment office; creatively designed pamphlets, brochures, and posters depicting an integrated student body have been printed, displayed, and distributed; predominantly white secondary schools and colleges are included in recruiting visitations; oral presentations emphasize the availability of 'other race' funds; and students interested in desegregation funds are given an extra reminder to indicate this on their UMES financial aid applications.

A new proposal, not yet approved, but still under consideration, is the formation of a Recruitment Committee. The mandate of this committee, as envisioned, will be to propose and undertake activities to stimulate the recruitment and subsequent admission of students to the University, with major emphasis on 'other race' students. Suggested activities include:

1. Fairs (Mathematics/Science, Home Economics, Agriculture, etc.)
2. Seminars (Financial Aid, Career Opportunities, Creative Writing, etc.)
3. Competitive Sports Events (Eastern Shore Invitational Basketball, Wrestling and Tennis Tournaments, etc.)
4. A classroom consultant series for high school students.

Retention Programs

Because of a recognition of the need of many of our applicants for remedial assistance in many areas to bring them to the level required for college level work, the Center for Basic and Communicative Skills was established. This is a major program designed to assist in the retention of students who need instructional assistance in the basic skills of reading, writing, and mathematics. While the thrust of the Center's program has been directed toward providing academic support to freshman students, any registered student may make use of the Center's services.

The Center's staff consists of a reading specialist, a writing specialist, a mathematics specialist, 15 student tutors, an academic counselor, and a director. Throughout the semester there are regularly scheduled classes in the three skills areas. In addition, the specialists provide individualized instruction on a one-to-one basis. The Center has a wide variety of materials and equipment available for student and faculty use. It is located in the modern Student Development Center with classrooms acoustically and physically designed to be conducive to study.

A second phase of the Center's program is directed toward a specific group of freshmen who are admitted to the university with low SAT scores and/or low high school grades but who show potential and a sincere desire to undertake higher education. This special phase of the Center's activities is called the Academic Development Program (ADP). Continued follow-up with regular classroom instructors and individual student tutors are found in the ADP plan.

All of the aforementioned activities are directed toward providing all academic support services possible in order to reduce the attrition rate for UMES students, and to upgrade the students' basic skills proficiency level. Some other activities which are designed to improve the quality of campus life for students are as follows: (1) free tickets to cultural events, (2) trips to off-campus cultural and general enrichment centers, (3) exposure to a wide variety of first-hand interviews with renowned personalities through the Visiting Scholars program and the noon-time lecture series, (4) counseling, as needed, provided by a professional psychologist and counselors in the Campus Counseling Center, (5) campus newspaper, (6) department, committee, residence halls and commuter newsletters, (7) athletic program, (8) intramural programs, and (9) a vast array of student and/or faculty developed campus and community activities. All of the activities are planned with "other race" students and carry with them a vast spectrum of cross-cultural involvement.

No special efforts are directed toward "other race" students in an academic sense. If we find a student needing more than the regular amount of academic support services generally prescribed, he will be given special attention and assistance - ragardless of his race. In terms of counseling, however, special efforts are made to provide an environment where the students are made to feel at ease in an atmosphere in which they are in the minority. The emphasis in the Center for Basic and Communicative Skills has been on the universal acquisition of skills that transcends all races, colors, or creeds.

Of the 1,069 undergraduate students enrolled at UMES in the Fall of 1979, the statistics of students by ethnic origin not returning for the Spring of 1980 are as follows: 77.0% black, 20.4% white and 2.6% foreign. Statistics for new enrollees, students enrolled in the Spring of 1980 and not enrolled in the Fall of 1979, are as follows: 2.6% Asian-American, 54.4% black, 9.6% foreign, 0.9% Hispanic, and 32.5% white. This translates into net retention rates (in percentages) of 130.0%, 89.6%, 150.0%, 98.2%, and 117.6% for Asian, black, Hispanic, white, and foreign ethnic categories, respectively, while that for the undergraduate student body was 92.5%. Note that the Asian, Hispanic, and foreign groups experienced a net increase with the white ethnic category decreasing less than 2% while the black ethnic group experienced a decline in excess of 10%.

FINANCIAL AID

Financial aid funds are administered through the UMES Financial Aid Office. This aid is available for any student who demonstrates financial need and makes application for same. Regretfully, the funds available for financial assistance do not meet the needs of the applicants. This is due to the large number of low-income students who are enrolled. Eighty-two percent of our undergraduate student body received some financial aid. This includes grants, loans, scholarships, and work study programs.

The financial aid available includes:

1. Basic Educational Opportunity Grant - Federal Government and Department of Health, Education and Welfare
2. Supplemental Educational Opportunity Grant - Federal Government and Department of Health, Education and Welfare
3. College Workstudy Program - Federal Government and Department of Health, Education and Welfare
4. Guaranteed Student Loan Program - State and Federal Government
5. Workship Program - State Funded Work/Scholarships
6. National Direct Student Loan - Federal Government, Department of HEW
7. Grant-in-Aid Program - State funded tuition scholarship
8. John T. Williams Loan Fund - privately funded
9. Wesley Foundation Student Loan Fund - Wesley Foundation
10. Sara and Rose Walt Scholarship - privately funded
11. Ralston Purina and Showell Fund - privately funded scholarship
12. Maryland State Scholarships - State of Maryland Scholarship Board
    a. General State
    b. State Student Incentive Grant
    c. Senatorial Scholarship
    d. Delegate Scholarship
    e. War Orphans Grant
    f. University of Maryland Merit Scholarships
13. Ella Fitzgerald Scholarship Fund - privately funded

14. Aetna Life & Casualty Insurance Scholarship - privately funded

15. Addison N. Wallace Scholarship - privately funded

16. Ahmad Business Scholarships - privately funded

17. Home Economic Awards, given to students who graduate from a Maryland high school as valedictorian or salutatorian of his/her class.

Often the criteria for eligibility of the private scholarships and loans are such that UMES students are rarely recipients of this type of financial aid.

Special efforts are being made to increase alumni and community support in the UMES Scholarship Fund.

Desegregation funds are available to students based upon need. The availability of such funds has been instrumental in attracting other race enrollees, thereby furthering our desegregation efforts. Students in the high schools have been apprised of the availability of desegregation grants during the high school visitations and recruitment endeavors.

Severe financial strains have been experienced in UMES' attempt to provide aid to enrollees and applicants. The rising cost of living and general educational costs have resulted in many students unfortunately bearing the brunt of this economic strain. UMES' administrative and academic councils have unanimously agreed to support the resolution recently developed by the State Board for Higher Education regarding employing means to reduce the rising costs of textbooks. UMES does whatever it can to reduce undue financial hardships on students without diminishing the quality of education.

EMPLOYMENT COMPOSITION

The University of Maryland Eastern Shore maintains a policy of equal employment. To the best of the administrations knowledge, the University's policies are consistent and in concert with all federal and state laws and regulations on non-discrimination regarding race, color, religion, age, national origin, sex, handicap, or political affiliation.

Recruitment, hiring, and the retention of a racially representative faculty and staff have been successful in most areas of employment. The racial profile of UMES employees by EEO classifications, administrative, faculty, professional, and classified as of Fall 1979 follows. The Fall 1978 employee profile is also presented to illustrate the institution's progress toward a racially representative staff.

Executive/Administrative/Managerial

	Fall 1979		Fall 1978	
Ethnic Category	Headcount	% Composition	Headcount	% Composition
Black	15	71.4%	15	71.4%
White	6	28.6%	6	28.6%
Total	21	100.0%	21	100.0%

Faculty Profile

a) Full-time Faculty (Teaching, primary responsibility)

	Fall 1979		Fall 1978	
Ethnic Category	Headcount	% Composition	Headcount	% Composition
Asian	7	9.2%	7	9.9%
Black	35	46.1%	36	50.7%
White	34	44.7%	28	39.4%
Total	76	100.0%	71	100.0%

b) Full-time Faculty (Research, primary responsibility)

	Fall 1979		Fall 1978	
Ethnic Category	Headcount	% Composition	Headcount	% Composition
Asian	1	12.5%	1	20.0%
Black	1	12.5%	-	-
Hispanic	1	12.5%	1	20.0%
White	5	62.5%	3	60.0%
Total	8	100.0%	5	100.0%

c) Full-time Faculty (Teaching and Research Combined)

	Fall 1979		Fall 1978	
Ethnic Category	Headcount	% Composition	Headcount	% Composition
Asian	9	9.5%	8	10.5%
Black	36	42.9%	36	47.4%
Hispanic	1	1.2%	1	1.3%
White	39	46.4%	31	40.8%
Total	84	100.0%	76	100.0%

d) Part-time Faculty

	Fall 1979		Fall 1978	
Ethnic Category	Headcount	% Composition	Headcount	% Composition
Black	6	42.9%	6	60.0%
White	8	57.1%	4	40.0%
Total	14	100.0%	10	100.0%

Professional Staff (Non-Faculty Status)

Ethnic Category	Fall 1979 Headcount	Fall 1979 % Composition	Fall 1978 Headcount	Fall 1978 % Composition
Asian	1	2.2%	3	7.9%
Black	27	60.0%	18	47.4%
White	17	37.8%	17	44.7%
Total	45	100.0%	38	100.0%

Classified Staff

Ethnic Category	Fall 1979 Headcount	Fall 1979 % Composition	Fall 1978 Headcount	Fall 1978 % Composition
Asian	1	0.7%	1	0.7%
Black	95	70.4%	95	70.9%
Hispanic	-	-	1	0.7%
White	39	28.9%	37	27.6%
Total	135	100.0%	134	99.9%

Comparison of Fall 1979 and 1978 employment profiles illustrates that the institution has either maintained or improved upon the racial balance of its employees in three of the four major areas considered. Obviously progress has been significant over the past year.

The UMES Visiting Scholars Program is another program which helps us attain our desegregation goals through the attraction of scholars and other professionals of all races to conduct workshops, conferences, and seminars, and who often become interested in serving as faculty members.

In-service training programs for all staff on various levels are implemented. Continued in-service training programs are being developed for UMES personnel. Provisions are also made for employees to advance their formal education through tuition reduction and release-time for classes.

Administrative Coordination

The UMES segment of the Desegregation Plan continues to be administered and monitored by the Administrative and Academic Councils and the UMES Senate. Both the Councils and the Senate are organized and meet monthly, with called meetings taking place as necessary.

The Academic Council is composed of academic administrators and department heads; the Administrative Council is composed of vice-chancellors, assistant vice-chancellors, and directors of major campus units. The responsibility of the execution of the Councils' duties is carried out by the Chancellor. The UMES Senate is composed of members who are duly elected by the five constituencies of the campus:

1. administrative
2. faculty
3. professional staff
4. students, and
5. classified personnel.

With regard to the monitoring of desegregation activities, both the Administrative and Academic Councils and the UMES Senate regularly carry out this responsibility; however, the Human Relations Officer is responsible for the day-to-day general supervision and monitoring of these activities.

Interinstitutional Cooperation Between SSC and UMES

Efforts toward effective program cooperation between UMES and Salisbury State College continues to be pursued. In the past several years a number of students from each institution have taken courses at the other institution. Currently, this cooperation extends only the Departments of Education; however, efforts are being made to identify other areas of potential cooperation, particularly in the duplication of course areas.

The practice of interlibrary loan and reciprocity in student use of library resources and facilities remains in effect, with students and faculty from either institution having access to the library resources of the other.

The University of Maryland Eastern Shore continues to explore ways of enhancing the cooperative relationship with Salisbury State College. It is recognized that such cooperation is vital to our efforts toward desegregation as well as the institutional thrust toward greater efficiency and increased quality of programs.

LIST OF APPENDICES

A. Outline for Mid-Year Desegregation Status Report

B. Guidelines for Other Race Grant Program for Graduate and Professional School Students

C. Other Race Grant Program Allocation - FY 1978, FY 1979, and FY 1980

D. Coordinators for Other Race Grant Program

E. Summary of Minority/Other Race Intern Reports

APPENDIX A

Outline for the Mid-Year Desegregation Status Report

Provide a brief description of your institution, including educational mission and factors which make it unique from other public institutions in the state.

Student Composition

Provide a narrative profile of the student body, including racial composition of students who entered the institution for the first time last fall. Include trends in student enrollment over the last several years, geographic origins, average age of students, and any other factors which would characterize the student body.

Discuss other race recruitment efforts, including high school visitations, cooperative recruitment programs with other institutions, use of biracial recruitment teams, etc.

Discuss retention programs, including efforts to encourage more white student participation in campus activities, special academic skills, programs, etc. Provide any available information on retention rates (holding power) of minority and non-minority students.

Financial Aid

Discuss financial aids available to students, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to maintain minority enrollment goals, with particular attention to Other Race Grant needs.

Employment Composition

Provide a narrative profile of faculty, administrative and classified staff according to racial composition.

Discuss progress made to improve minority representation among employees within job classifications.

Administrative Coordination

Discuss efforts to insure minority representation on policy making committees.

Program Cooperation

Discuss cooperative program efforts with other institutions.

APPENDIX B

STATE BOARD FOR HIGHER EDUCATION
16 Francis Street
Annapolis, Maryland 21401

Other Race Grant Program for Graduate and Professional School Students

Criteria/Guidelines

Each institution should observe the criteria/guidelines which were developed by the institution or segment board at the request of the State Board for Higher Education for administration of the program. If not included in the institutional or segment criteria/guidelines, the following must be observed in order to meet commitments made by the Board to obtain funding for the program, and also for consistency in the awarding and administration of the grant funds.

A. Eligibility

1. Other Race graduate or professional school students. Other race is defined as blacks at predominantly white institutions and whites at predominantly black institutions.
2. Students who are U.S. citizens and meet the institution's Maryland State Residency requirements.
3. Students who are first-time enrollees at the institution and plan full-time studies as defined by the institution.
4. Students who meet institutional admissions and,
    a. institutional financial need requirements; or
    b. students who have demonstrated high scholastic ability in their undergraduate education. To be

eligible for an award based on scholastic ability, a Master's student must have earned a Cumulative Grade Point Average of 3.0 (or a B average) in his/her undergraduate studies. A Doctoral student receiving an award based on merit should be in good academic standing as defined by the institution.

5. In the event there are no other race, first-time, full-time students, who are otherwise eligible to receive grants, these grants should be awarded to other race first-time, part-time students without regard to a minimum credit hour requirement. Awards to first-time, part-time students should be a last resort!
6. An other race student who was a first-time enrollee in the Fall semester and did not receive an Other Race Grant for Fall, may be considered for assistance in the Spring semester.

B. Amount of Awards per Student

1. These grants are not to be construed as fellowships and therefore should not exceed tuition, fees, or other direct educational costs to the student.
2. In the event institutions provide remission of tuition and fees from their own funds, the Other Race Grant may be used as the matching fund. Use of Other Race Grants as a matching fund should be the last resort!
3. The amount of the maximum award to be made under this program is to be determined by the institution; however, Other Race Grant awards should be in keeping with the amounts of other awards made by the college or university.

C. Continuity

1. Unless otherwise stated in criteria/guidelines for your institution, the grant funds may be renewable upon reapplication by the student, and acceptance by the institution.
2. In the event students receiving Other Race Grants do not continue their studies during the next Fiscal Year, these funds should be reallocated to new first-time, full-time students. In the event student withdraw from an institution before the end of a semester, the institution should follow its payment schedule for reallocation of these funds to new first-time, full-time students.
3. A student who received an Other Race Grant and found it necessary to withdraw from his/her studies, other than for academic failure, may reapply for an Other Race Grant upon returning to the institution. Other Race Grants may be reawarded to such students when the program coodinator at the institution feels there was sufficient reason for the withdrawal. The institution must inform the State Board for Higher Education when awarding a grant to students who have withdrawn from school.

D. Use of Other Race Grants

Other Race Grants can be used for direct educational costs. The definition "direct educational costs" as recommended by the College Scholastic Service of the College Entrance Examination Board, and generally used by higher education institutions, reflects the total cost of attending college and may include such items as: Tuition - Fees; Room - Board; Books - Supplies; Transportation; Clothing; Laundry; Cleaning.

APPENDIX C

Other Race Grant Program
for Graduate and Professional School Students

Allocations

Institution	FY 1978 Initial Allocation	FY 1979 Initial Allocation	FY 1980 Initial Allocation
Bowie State College	$ 6,000	$ 10,000	$ 9,500
Coppin State College	6,000	8,000	7,500
Frostburg State College	6,000	6,000	5,500
Salisbury State College	8,000	12,000	11,500
Towson State University	10,000	15,000	14,500
University of Baltimore	8,000	15,000	14,500
Univ. of Md. - Balt. City	16,000	24,000	23,500
Univ. of Md. - Balt. County	6,000	9,000	8,500
Univ. of Md. - College Park	42,000	69,000	68,500
Morgan State University	12,000	12,000	11,500
Univ. of Md. - Eastern Shore	0	0	5,000

A total of $180,000 was allocated for distribution of first-time, full-time graduate and first professional degree students.

APPENDIX D

STATE BOARD FOR HIGHER EDUCATION

Other Race Grant Program for Graduate and Professional School Students

Coordinators

Mr. Joseph Bachman	Salisbury State College
Mr. James Noland	Univ. of Md. - Balt. City
Dr. Marie Davidson	Univ. of Md. - College Park
Mr. Julius Chapman	Towson State College
Dr. Paul R. Lyons	Frostburg State College
Dr. Harold V. McAbee	Bowie State College
Mr. Richard Morrell	Morgan State University
Dr. Joseph Mulligan	Univ. of Md. - Balt. Co.
Mrs. Claudia G. Robinson	University of Baltimore
Ms. Betty Bickel	Coppin State College
Dr. Shekhar Kaup	Univ. of Md. - Eastern Shore

APPENDIX E

Summary of Minority/Other Race Intern Final Reports

Each intern submits a report near the completion of the Internship experience which summarizes and evaluates the program. For Fiscal Year 1980, there were fourteen interns. The following is a summary of their individual reports. The home institution of the intern appears in parentheses behind the name.

Joan Berezin (Morgan State University): Ms. Berezin served as an intern to Dr. Delores Kelly, Dean of the Lower Division of Coppin State College. Her primary duties were assisting in the placement of incoming freshmen and transfer students and following student progress once they had been placed. Ms. Berezin also participated in recruitment activities. The Lower Division is a new division at Coppin and Ms. Berezin found the opportunity to contribute to the development of the new division a rewarding experience.

Adiaha Essien (Morgan State University): Ms. Essien was assigned to the Finance Office of Montgomery College - Rockville Campus under the supervision of Mr. George Davis, Jr., Director of Finance. Her assignment was to write an office policies and procedures manual for the accounting and cash serving sections of the Finance Office. Ms. Essien interviewed individuals from these sections and researched these areas. The completed Manual was approximately 300 pages excluding appendices. Ms. Essien, whose career goal is to be a director of finance in an institution, says her assignment gave her a broad knowledge of the duties of a director of finance, the duties of the people working under him and the policies and procedures governing the area.

Denise Fioravante (University of Baltimore): Ms. Fioravante was assigned as a research intern with Dr. Glenwood Brooks of Morgan State University. Her most important research assignment was to define "urban studies" by using the HEGIS system. A significant finding suggested that certain subject matter predominates urban studies and that certain institutions, the University of Maryland included, contribute to the spread of urban topics. Ms. Fioravante will be employed as the Assistant to the Vice President for Academic Affairs and Dean of the College at St. Mary's College of Maryland beginning in mid July.

Edward Gray (Coppin State College): Mr. Gray served as an intern with Dr. Harold Schaffer, Director of Continuing Education, Salisbury State College. Mr. Gray was involved in all aspects of Salisbury's Continuing Education Program. He assisted in the development, selection, scheduling, evaluation and coordination of these programs. He developed promotional material for the programs and assisted in the selection of program personnel. He also assisted in the preparation and administration of all Continuing Education budgets. Mr. Gray left the intern program in February to become a Program Development Specialist at the University of Delaware's Dover Continuing Education Center.

Carol Gregg (University of Maryland - College Park): Ms. Gregg was assigned to the Home Economics Department of Morgan State University. Her supervisor was Dr. Herma Williams, the department chairman. Ms. Gregg's varied duties included: teaching courses in the department, serving as Faculty Advisory on the Home Economics Student Association, assisting the development of departmental proposals, several of which were funded and representing the department at various professional meetings.

Carolyn Leahy (University of Maryland - College Park): Ms. Leahy was also assigned to the Home Economics Department of Morgan State University under the supervision of Dr. Herma Williams. Among Ms. Leahy's many duties were teaching courses for the department, assisting in the revision of the Home Economics curriculum, supervising student teachers and serving as a workshop coordinator for inservice home economics education.

Yvette McEachern (Morgan State University): Ms. McEachern served her internship at the University of Baltimore under the direction of Dr. Nijole Benokraitis in the Department of Sociology. Ms. McEachern's duties were primarily research oriented. She co-authored a paper which was presented at the sixth annual meeting of the Association for Gerontology. In addition to her internship responsibilities, Ms. McEachern also taught an undergraduate course during the Fall semester.

Barbara Duffin Merrill (Morgan State University): Ms. Merrill served at Coppin State College as an assistant to the Dean of Extension and Experimental Programs, Dr. Elinor Santor. Ms. Merrill was appointed the Administrative Coordinator of Coppin's extension program at the Maryland State Penitentiary. Her duties involved academic advising, serving as liaison between the men in the program and college offices, coordinating faculty and scheduling courses for the program and teaching in the program. The extension program at Coppin was funded for next year with a Federal Title IA grant. Ms. Merrill will continue to serve as the Administrative Coordinator of the program.

Mr. Craig Reynolds (University of Maryland - College Park): Mr. Reynolds was assigned to the Instructional Development Division of Prince George's Community College under the direction of the Associate Dean, Dr. David Shore. Mr. Reynolds' duties included all of the normal duties of an instructor specializing in group and individualized instruction of Developmental English and Developmental Reading. He developed lesson plans for all classes, prepared programs of individualized laboratory instruction for students in need of additional remediation, tested and diagnosed students and continually evaluated students progress in the program.

Ms. Anne Sadler (University of Maryland - College Park): Ms. Sadler was assigned as a research intern to Dr. Henry Walbesser, Department of Education, University of Maryland - Baltimore County. Ms. Sadler's major research project was to gather and collate data on the productivity of faculty across disciplines at a number of large and small colleges. Ms. Sadler feels the internship experience allowed her to develop and strenghten research skills. Her working sessions with her supervisor provided knowledge and understanding which enhanced her academic training.

Kay Shelton (University of Maryland - College Park): Ms. Shelton's responsibilities were varied as a research intern for Dr. Gilbert Austin, Director of the Center for Educational Research and Development, at the University of Maryland - Baltimore County. Much of Ms. Shelton's work involved researching the success of several children's television series, Sesame Street and the Electric Company. A prominent portion of the project involved the identification and interviewing of key administrators within federal, state and local educational agencies who were knowledgeable of organizational policy and procedures utilized in support of these two programs. Ms. Shelton made over 30 field visits to such places as The Children's Television Workshop, Yale, Harvard and the Appalachia Educational Laboratory.

Caleb Smith (University of Maryland - College Park): Mr. Smith served in the Learning Resource Center at the University of Baltimore. Mr. Smith's duties included identifying and compiling a list of services the Center should provide, developing and maintaining procedures for the administration of the department, devising a survey instrument to evaluate department needs as well as those of faculty, staff, and students, conducting literature searches for possible proposal funding, coordinating and completing a "face lift" for the department and providing consultant services to faculty, staff and students on the integration of media into curricula. Mr. Smith's supervisor resigned during the course of the year and there is a possibility that Mr. Smith will be retained as the Learning Resource Center's Director.

Roy Templeton (University of Maryland - College Park): Mr. Templeton had a joint appointment at the University of Maryland - Baltimore County; he was assigned to the Dean of Faculty's Office and the Department of Philosophy. His supervisors were Dr. David Hollander and Dr. John Titchener, respectively. His primary duties were to assist the Dean of Faculty's Office in evaluating UMBC's freshmen registration and orientation program and to teach Ethics and Philosophy of Sport for the Department of Philosophy. For his assignment in the Dean of Faculty's Office, Mr. Templeton developed questionnaires and evaluated responses to those questionnaires to assess the effectiveness of UMBC's registration/orientation procedures for incoming students. Results of the survey will be used to modify the registration procedures for 1980.

Ronald Zeigler (University of Maryland - College Park): Mr. Zeigler served as an intern with Dr. Gilbert Austin, Director, Center for Educational Research and Development at the University of Maryland - Baltimore County. Mr. Zeigler assisted Dr. Austin in writing a book concerning the public policy, testing and schooling issues related to the national test score decline. The book is scheduled to be released this summer by the Academic Press and will be entitled The Rise and Fall of National Scores.